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ABSTRACT

This compendium of 216 abstracts updates Walter E. McPhie's "Dissertations in Social Studies Education" published as Research Bulletin number 2 by the National Council for the Social Studies, 1963. In the introduction, the authors analyze and comment on the direction of social studies research. Abstracts with bibliographic data and microfilm order numbers are arranged by level within general topics: administration; curriculum; instruction; cogn ition and learning; teacher education and teacher evaluation; general. Subject and author indexes are included. (VLW)

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Richard E. Gross
Leonardo De La Cruz

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INTRODUCTION AND COMMENTARY

Over 200 social studies education doctoral dissertations were found in the University Microfilms Dissertation Abstracts for the period covered by this review, 1963-1969. A few pertinent studies probably have been omitted because of failure to register with Dissertation Abstracts, or, more likely, because of the manner in which they were classified. The indexing has been found to hide certain studies either because of their title or because of the manner in which the abstract has been worded. Our listing does not include general studies that may treat in part or include a section devoted to the social studies, or do we include studies from individual academic disciplines. Such listings would stretch this annotated report far beyond its capacity.

This compilation updates Walter E. McPhie's Dissertations in Social Studies Education, published as Research Bulletin No. 2 by the National Council for the Social Studies, 1963. The present publication includes some doctoral studies in social studies education completed in 1962 and 1963 which were not available when McPhie completed his survey. Included are the Ph.D., Ed.D., and D.S.S. dissertations reported as being concluded between 1963 and 1969 inclusive. We have worked primarily from the abstracts and in some cases directly with dissertations or microfilms of them. The latter was necessary in several instances because far too many abstracts are amazingly uninformative. The reviewers speculate that these abstracts, in their barrenness, may reflect the studies themselves. We would caution authors of dissertations that they need to give careful thought to dissertation abstracts to be certain that the essentials needed by potential users are included. Too frequently abstracts leave out important elements relating to design, sampling, instrumentation, and even findings and conclusions.

As to the general kinds of studies in the field, the 566 dissertations McPhie surveyed tended to fall into five major groupings according to the type of research conducted.

The following table reports the approximate percentages of studies falling into each research category and compares them with the same breakdown for the 216 studies reviewed in the present survey.

RESEARCH CATEGORY	PERCENT IN 1933-1962 survey	PERCENT IN 1963-1969 survey
Analytic	30%	35%
Developmental and Conceptual	20%	20%
Experimental	20%	10%
Survey	20%	15%
Evaluative and Historical	10%	20%
Total Number of Studies	566	216

Analytical studies remain the most common and when placed with the conceptually oriented and developmental type studies, they account for over half of all the dissertations completed in the field of social studies education. The major change is found in the increased percentage of evaluative type studies. (It is unfortunate that the historical type study was bracketed with the somewhat different evaluative type study in the original classification and it is difficult to be precise without a full review of the McPhie studies, but in the 216 more recent studies the great bulk of research in this classification was evaluative and not historical.) The second most striking development from the viewpoint of these reviewers is an actual decline in the percentage of research of an experimental nature. Admittedly this kind of a study is commonly the most difficult to mount and the variables prove hard to control, let alone to isolate, but much more hard data on many aspects of instructional and curricular performance are in demand. Such evidence is needed not only to prove and refute our theories, but also to establish objectively the efficacy of programs and approaches, as well as to help provide factual answers for critics who justly ask for proof about numerous beliefs and actions characterizing the social studies.

Recent reports and summaries of reseach in the field reveal an increasing percentage of research projects being carried on by other individuals and groups--such as researchers attached to experimental projects and development centers and by school districts and professional organizations. This is all to the good as the typical doctoral dissertation will never meet the needs of the field, even if organized systematically in large number. Nevertheless, doctoral research remains one of the most important sources of research information. Unfortunately these studies continue to be fragmental with very few relating to one another or clearly building upon each other. Only a handful are part of any overall design or large-scale research program. Understandably the individualized nature of doctoral programs and dissertations leads to this condition but in the present era of multi-disciplinary research and team projects, one is led to wish for more creative attempts to design series of inter-related studies to build knowledge of a given topic or explore a large problem area via systematically planned studies following one on another. In addition to the lack of longitudinal studies, very few theses reach across the spectrum of the grades. Again, with the usual doctoral research, the scope of such inquiry is not to be expected. However, significant answers to many of the serious questions besetting the field of the social studies will only accrue from research growing from revised views of the acceptable boundaries and processes for doctoral dissertations which is attuned to current needs and conditions. We would even counsel ventures into team research studies.

We believe it is time to review the presumptions, principles, and practices that have governed the production of doctoral dissertations. The prevalent, far too narrow limits need serious reconsideration. The older concept, for example, of completely independent research is just one aspect of such redefinition. Indeed, just as many reputable researchers employ colleagues and aides for assistance in their work,

why should we not frankly admit that such collaborative efforts may well produce not only sounder experimental results but better researchers?

These reviewers were impressed by the varying conclusions and even conflicting results that stem from some studies which do happen to treat a somewhat similar topic. An overview of the 216 dissertations finds agreement on very little. Where studies do support one another, we are immediately provided with needed authority for prescriptive or judgmental statements that we may seek or are called upon to venture. For example, two independent studies of the prior knowledge of social studies content held by first and second grade pupils both reveal that these children are being taught facts and concepts which they already largely know. Such supportive research greatly extends the power of teachers, consultants, and administrators who desire to bring on needed changes in our programs.

Failure to prove anything -- even by rather elaborate studies -- is one of the most disturbing results of a perusal of this research. Often authors are forced to admit that none of their findings are statistically significant or that none of the hypotheses posed in initiating the study have been borne out. Such results underscore the grave complexities of many problems, as well as the fact that we are still on the threshold of "scientific" experimentation in the field. Such results also reveal a too common inclination of researchers to attempt to encompass too many elements in a research problem. Coupling efforts of such magnitude with a weak design and/or inadequate or improper instrumentation foreordain disappointing results. While in one sense these results may make a contribution to knowledge, it is unfortunate that the findings of so many studies are quite sterile and disappointing. These conditions again support our previous plea that we need to review the idea that doctoral dissertations must be both independent and original contributions to the fund of professional knowledge.

The results of some studies would seem to indicate a need for thorough preparation and counselling of the researcher toward the culminating dissertation, which often should be a central concern of their entire doctoral program. There seems also to be a frequent need to narrow the focus, to zero in on one really important element, and to do more in the way of preparatory and pilot testing. This should help reduce key oversights that seem to dog too many doctoral studies at the point that the researcher believes to be finished and before it is too late to review and revise or add some important item to the design. It would also be very helpful to readers if researchers, who for one reason or another have been plagued by inconclusive results, would, in retrospect, try and account for their failure to gain expected results or clear-cut conclusions. Such "post-mortems" would be of infinite value to subsequent researchers on similar topics who need to profit from what hasn't been attained and who must try and avoid the pitfalls that have snared some of their predecessors.

In spite of inadequacies in abstract or study, the annotations provided will be of use to those seeking information on various aspects of research and development in the field of social studies education. In addition to researchers and prospective researchers, teachers, supervisors, and consultants, as well as authors and editors may find helpful leads and information in the dissertations we have reviewed. In most cases we trust that enough information has been included so that such users will know whether they wish to review the dissertation itself in its entirety.

The abstracts herein are arranged in broad subject categories and are indexed with ERIC descriptors. We frequently found it difficult to simply identify a study as falling clearly within a single area. Numerous studies are quite complex and often cover several different categories. We have attempted to index the major topics, sub-areas, and the levels or kinds of schooling on which each study concentrates. An author index is also provided. Dissertations may be ordered by the order number and the author's name with each abstract. Specify microfilm.

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ADMINISTRATION

1. Burke, Roger Paul, Ed.D.
University of California, Los Angeles, 1969

INSTRUCTIONAL IMPROVEMENT BEHAVIOR OF SOCIAL STUDIES DEPARTMENT CHILDREN IN SECONDARY SCHOOLS

Administrator Characteristics
Administrator Evaluation
Department Directors (School)
Leadership Styles
Secondary Grades

This study attempted to identify the instructional leadership behaviors of secondary social studies chairmen in 21 Los Angeles county school districts. One hundred and thirty-seven teachers cited 216 incidents of effective and ineffective behaviors of department chairmen. One hundred and twenty-six of the reported incidents were of effective behavior, the following of which were most frequently cited: (1) maintaining organization communication; (2) securing essential services from individuals; (3) formulating purposes and objectives; (4) a good business manager; and (5) in scheduling, teacher preferences are solicited before assigning certain classes.

This study may be an effective guide for social studies department chairmen. 134 pp.

ORDER NO. 70-2192

2. Hovenier, Peter Jacob, Ph.D.
Stanford University, 1966

CHANGING THE BEHAVIOR OF SOCIAL STUDIES DEPARTMENT HEADS THROUGH THE USE OF FEEDBACK

Administrator Evaluation
Department Directors (School)

The study sought to answer the question: can the behavior of social studies department heads be changed by informing them of how their own teachers describe the behavior of their actual department head and their ideal chairman? In this experimental study 70 department heads were given feedback concerning their teachers' opinions, while 79 department heads were not.

The results of the study suggest that the method of teacher ratings of social studies chairmen is a useful scheme in improving the behavior of department heads. Social studies chairmen who received feedback were closer on the post-test to the perceptions of an ideal chairman than were those who did not receive feedback. Other data relating to the roles of department heads in 149 California high schools are included. 235 pp.

ORDER NO. 67-4369

CURRICULUM

CURRICULUM: Elementary

3. Anderson, Arthur LeRoy, Ed.D.
Colorado State College, 1966

AN INVESTIGATION OF SOURCES OF COLLATERAL READING TO ENRICH SOCIAL STUDIES UNITS TAUGHT IN THE ELEMENTARY SCHOOL (K-6)

Elementary Grades
Instructional Materials
Kindergarten
Textbook Content
Textbook Evaluation

The purpose of the study was to compile a reliable and up-to-date list of quality books which could be used to enrich units in elementary school social studies. One hundred elementary social studies textbooks were examined. Social studies topics and suggested supplementary books were listed. The usefulness of the recommended by literary authorities in periodicals.

The findings of the study indicated that of the 213 elementary social studies topics, 8,000 books were suggested by the textbook authors. Of these only, 2,493 met the criteria established for purposes of the study.

School administrators, librarians, and the teachers may be guided by the study in the utilization of school funds relative to the purchase of elementary supplementary social studies materials. 376 pp.

ORDER NO. 66-12,163

4. Awkard, Joseph Cyrus, Jr., Ed.D.
University of Virginia, 1964

THE INCIDENCE AND TREATMENT OF HUMAN BEHAVIOR CONCEPTS IN UPPER ELEMENTARY SCHOOL SOCIAL STUDIES TEXTBOOKS

Behavioral Sciences
Elementary Grades
Fundamental Concepts
Social Sciences
Textbook Content
Textbook Evaluation

The purpose of the study was to determine the relative amount of social science concepts (cultural anthropology, sociology, and psychology) and behavioral ideas represented in a 30 book frequency sample of fifth and sixth grade social studies textbooks. Content analysis was the research technique used. The books were categorized as: (1) sixth grade fused; (2) sixth grade geography; (4) fifth grade fused; (5) fifth grade history; and (6) fifth grade geography.

Among the findings of the study were: (1) a total of 171 concepts were identified in the 30 book sample of textbooks with six ideas in fused books for every three ideas in history books and for every one idea in geography books; (2) there were roughly four anthropological paragraphs per 1,000, two sociological paragraphs per 1,000, and only one psychological paragraph in the sample books; and (3) fifth and sixth grade social studies textbooks do not have ideas from the behavioral sciences to any appreciable extent. 127pp.

ORDER NO. 64-12,420

5. Biles, Raymond Emmet, Ph.D.
The University of Texas, 1967

AN ANALYSIS OF AN ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAM, 1963-64: PROVISIONS FOR THE DEVELOPMENT OF COGNITIVE PROCESSES AND SKILLS

Cognitive Objectives
Curriculum Evaluation
Elementary Grades
Learning Activities

This study was a content analysis of the learning activities written by teachers at Casis Elementary School, Austin, Texas. The activities were written to illustrate eighteen high level social studies generalizations intended for kindergarten through grade six. The purpose of the analysis was to ascertain the extent to which those activities were written for the development of cognitive processes and skills.

The author found that the teachers did not write into the Casis Elementary Social Studies Program provisions for the development of cognitive processes at all grade levels.

Percentage of agreement or reliability of the content analysis was not reported. 219pp.

ORDER NO. 67-14,801

6. Burleigh, Judith Cushing, Ph.D.
The University of Connecticut, 1966

SPANISH AND AMERICAN INFLUENCES ON THE ELEMENTARY SOCIAL STUDIES CURRICULUM IN PUERTO RICO, 1898 TO 1964

Curriculum Development
Elementary Grades
Political Influences
Socioeconomic Influences

The study examined Spanish and American influences on the elementary social studies curriculum of Puerto Rico. The research technique resorted to by the author to discover evidence of Spanish and American influences was to classify the suggested classroom activities for each grade level into four categories based on orientation, namely: Spain, the United States, the world and Puerto Rico.

Among the conclusions of the study were: (1) Spanish influence was still evident in the centralized system of education, rather than in the content, of the 1964 elementary social studies curriculum; (2) American influence was evident in the 1964 social studies curriculum; (3) the orientation of the 1964 social studies program was, in order, Puerto Rico, the world, the United States, and Spain; and (4) the trend in orientation of the Puerto Rican social studies program was influenced by the political and social developments in Puerto Rico.

The study points to the ineffectiveness of an attempt to transplant a curriculum from one cultural context to another without the necessary adaptation to the needs of the recipient society. 154 pp.

ORDER NO. 67-4531

7. Burns, James W., Ed.D.
Pennsylvania State University, 1969

PAPERBACK BOOKS FOR THE ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAM

Elementary Grades
Instructional Materials
Paperback Books

The study investigated the extent to which the content of elementary school social studies programs was represented in paperback bocks claimed to be suitable for elementary school children. A Social Studies Key Word List, devised and examined by judges, was used as the basis for the selection of 693 paperback books that deal with the social studies.

Among the findings and conclusions of the study were: (1) 390 are fiction and 202 are nonfiction, and 40 per cent of the nonfiction are biographies; (2) there are more paperback books available at the higher grade levels, and serious shortage of paperback books at the nursery and primary grade levels was noted; and (3) there are not enough paperback books available to cover every topic in the elementary social studies programs.

An important contribution of the study is the annotated listing of paperbacks that could be used by teachers, curriculum workers, etc. 592pp.

ORDER NO. 70-658

8. Chew, Victoria, Ed.D.
University of California, Berkeley, 1966

SOCIAL SCIENCES GENERALIZATIONS IN SELECTED SECOND GRADE TEXTBOOKS

Elementary Grades
Fundamental Concepts
Grade 2
Social Sciences
Textbook Content
Textbook Evaluation

Chew analyzed 19 second grade social studies texts to determine the amount of content relevant to the generalizations and disciplines included in the Social Studies Framework for the Public Schools of California (1962) and the level of sophistication (based on Bloom's taxonomy) wherein those textbooks were presented.

Among the researcher's findings were: (1) in most textbooks as much as 74 per cent of the textual material and 93 per cent of the nontextual content supported the generalizations; (2) History received the most attention, with relevant content in thirteen books, but the amount of historical materials presented varied, exceeding 50 per cent in only one text, and generalizations from philosophy were completely neglected; and (3) at least 50 per cent of the textual material was on the knowledge level and only one book had less than 50 per cent of its content on this level. 146 pp.

ORDER NO. 66-15,297

9. Del Rosso, Joseph James, Ed.D.
Stanford University, 1967

STRUCTURED SOCIAL STUDIES CONTENT FOR ELEMENTARY SCHOOLS: THE STATE COMMUNITY

Community Study
Course Content
Curriculum Development
Elementary Grades
Fundamental Concepts
Projects
Structure of Knowledge
Taxonomy

This study is one of the eleven in phase two of a three phase social studies curriculum project using the ten basic human activities as the scope dimension and the eleven expanding communities of men as the sequence dimension. Phase one was concerned with selecting generalizations significant to one of the basic human activities. In phase two the dissertations seek to select from these generalizations those most relevant to each of the eleven expanding communities of men. Phase three is envisioned as testing this structured social studies content in schools.

The focus of this particular study is the state community. The study involved five major conceptual tasks, namely to: (1) define community; (2) develop a classification system for studying state community; (3) illustrate the application of the classification system; (4) select from the 3,227 generalizations in phase one which are highly important to a study and understanding of state community; and (5) modify selected phase one generalizations, whenever necessary, so as to add to their meaning for social studies workers.

The selection of significant generalizations for the state community involved two main steps: (1) the identification of 403 of the phase one generalizations considered relevant to the understanding of the state community, and (2) the use of a

rating scale to rate the 403 relevant generalizations. To check on the researcher's competency to carry out the rating task, a jury of 18 social scientists, historians, and social studies educators rated a sample of 50 generalizations. The agreement between the jury and the researcher on a scale of acceptance-rejection was 90 per cent.

When the study was completed, 132 social science generalizations, considered important to an understanding of the state community, were identified and structured for use in elementary school social studies content. 188 pp.

ORDER NO. 67-17,534

10. Dusenbery, Miriam Cain, Ph.D.
State University of Iowa, 1964

ANALYSIS OF SELECTED FEATURES OF OLDER AND NEWER EDITIONS OF CERTAIN REVISIONS OF FOURTH, FIFTH AND SIXTH GRADE SOCIAL STUDIES TEXTBOOKS

Elementary Grades
Textbook Content
Textbook Evaluation

The study was a content analysis of textbooks intended to determine: (1) some actual types of revisions made in selected series of fourth, fifth, and sixth grade social studies textbooks; and (2) if revisions embodied current changes reflected in social studies literature.

Six sets of textbooks were analyzed. Each set consisted of a late 1940 or early 1950 edition and the corresponding revised or subsequent textbook published in the late 1950's or 1960's by the same company. Thirty-six in all were analyzed.

On the basis of the data, the researcher concluded that: (1) more color and illustrations were being used in later editions, and more photographs than drawings were found in the later editions of books; (2) readability was found to be within grade placement categories recommended by publishers; (3) the number of colored maps increased in later editions; and (4) publishers embodied changes from current literature. 155pp.

ORDER NO. 64-7914

11. Fitzgerald, James Michael, Ed.D.
University of Arizona, 1969

WORLD OF WORK CONTENT IN THE SOCIAL STUDIES AT THE ELEMENTARY SCHOOL LEVEL

Course Content
Elementary Grades
Occupational Information
Textbook Content
Textbook Evaluation

The purpose of the study was to discover the extent to which the world of work information is included in textbooks and teachers manuals for elementary social studies, and textbooks used for social studies curriculum and methods courses.

Among the important findings of the study were: (1) heavy emphasis was accorded occupations of professional and farm nature; (2) discrepancies existed between the occupations emphasized in the textbooks and the projected composition of the labor force for 1975; (3) less emphasis on women workers; and (4) no mention of skills and abilities or education and training necessary to workers of various occupations.

One significance of the study is that it shows how social studies textbooks might be written to create enough interest in occupations that are likely to be available when present day students have joined the labor force. 193 pp.

ORDER NO. 70-2681

12. Foster, Dorothy Elizabeth, Ed.D.
Colorado State College, 1965

A STUDY OF FIRST GRADE CHILDREN'S COMPREHENSION OF TYPICAL FIRST GRADE SOCIAL STUDIES CONTENT PRIOR TO SYSTEMATIC INSTRUCTION

Academic Achievement
Concept Formation
Course Content
Elementary Grades
Grade 1
Preschool Learning

The researcher tried to determine the extent to which first grade children were familiar with the concepts in typical first grade social studies program prior to formal schooling. Concepts were considered typical if they appeared in seven (out of fifty-one) courses of study or in three (out of eight) social studies textbooks. Fifty-three concepts were identified. The study involved a tape recorded interview of 108 pupils entering first grade in Colorado. Sixty had kindergarten schooling, while the rest of them did not.

Among the findings of the study were: (1) that children of the kindergarten and non-kindergarten group knew 50 per cent or more of the concepts, but (2) a significant difference was found in the achievement of children of the kindergarten and the non-kindergarten group, favoring the former. Further analysis of the data showed that children understood 79 per cent of the concepts about the home, 75 per cent of the concepts about the farm and community, 67 per cent of the concepts about the school, 65 per cent of concepts about pets, and 72 per cent of concepts about the environment.

The study proved that by and large first grade children are being taught what they already know. 123pp.

ORDER NO. 65-10,016

13. Fyzennessa, Noorunnahur, Ed.D.
Colorado State College, 1969

A STUDY TO DETERMINE THE SOCIAL STUDIES CONCEPTS FOR PRIMARY SCHOOL CHILDREN IN EAST PAKISTAN

Elementary Grades
Fundamental Concepts

The study evolved social studies to be taught to primary school children in East Pakistan. Social studies instructors in teacher training institutes, and teacher training colleges, and the Thana education officers in the province of East Pakistan rated the concepts, prepared by experts, on a five point scale.

Among the important findings of the study are: (1) 95 concepts from 31 subject matter groups were found to be more acceptable than others; and (2) concepts may be arranged in a hierarchy of importance.

The study demonstrates how social studies concepts may be evolved. 219 pp.

ORDER NO. 70-7130

14. Garrepy, Leo Edward, Ph.D.
University of Connecticut, 1969

TECHNIQUES USED TO FACILITATE INQUIRY PROCESS IN THE ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

Curriculum Development
Elementary Grades
Inquiry Training

The primary question that guided the study was: how does revision of the elementary school social studies curriculum take place in those school systems which have emphasized the inquiry process?Several widely separated school systems were personally investigated by the author.

The author singled out Cleveland Heights, University Heights City School District, Cleveland,Ohio as one offering a complete program for facilitating the inquiry process in the elementary social studies curriculum. Among the techniques used to facilitate inquiry in that school system are: (1) employment of key people committed to inquiry; (2) development of a rationale for the inquiry process; (3) training all personnel in the inquiry process; (4) the selection of sophisticated teachers; and (5) training students in the use of logical processes. 174pp.

ORDER NO: 70-1261

15. Golden, Loretta, Ed.D.
Stanford University, 1964

THE TREATMENT OF MINORITY GROUPS IN PRIMARY SOCIAL STUDIES TEXTBOOKS

Elementary Grades
Ethnic Groups
Minority Groups
Textbook Content
Textbook Evaluation

The purpose of the research was to describe the treatment of minority groups in primary grade social studies textbooks. The researcher analyzed textbooks most frequently used and those least frequently used. Qualitative analysis was employed, utilizing the notions or models of policy identified by the researcher as "Americanization," "inclusion of differences," "access to opportunities," and "subordination."

Among the principal findings for the frequently used textbooks: (1) minority groups were presented in only six of thirteen textbooks; (2) an entire family was not presented for Mexican, Oriental, Negro, Jewish, or immigrant group in any book; (3) differences ("inclusion of differences") were usually presented by showing occupations, not families in the setting of their homes; (4) in the area of occupations, "subordination" was expressed toward Negroes; and (5) "access to opportunities" was expressed regarding all minorities except Jews and Negroes. The researcher found that there was inadequate information with which to judge "Americanization" and "inclusion of differences."

The researcher recommended that minority groups be presented as a whole family in the setting of their home because such a presentation would presumably be more meaningful to primary age students. Minority group families were presented in such a way in a number of the least frequently used textbooks, but in none of the most frequently used ones. 352pp.

ORDER NO. 64-13,549

16. Gremillion, Ralph Herman, Ph.D.
University of Southern Mississippi, 1969

AN INVESTIGATION INTO THE EFFECTS OF A CHANGE IN EDUCATIONAL ENVIRONMENT AND SOCIAL STUDIES CURRICULUM UPON SELECTED MIDDLE SCHOOL PUPILS IN MADISON COUNTY, MISSISSIPPI

Academic Achievement
Curriculum Development
Educational Change
Elementary Grades
Middle Schools
Self Concept
Social Sciences

The study attempted to discover whether the self concept and the academic performance in the social sciences would be higher for students involved in an innovative program with emphasis on the social sciences, than those of students who continued to experience a traditional educational program.

Significant gains were noted in only three out of eight sections in the social sciences, and in only three out of a possible sixteen factors in reported self concept. The author concluded that the data generally negated the hypothesis.
147 pp.

ORDER NO. 70-9747

17. Grossman, Ruth Harriet, Ph.D.
University of California, Berkeley, 1964

DEVELOPMENT OF THE ELEMENTARY SOCIAL STUDIES CURRICULA IN THE PUBLIC SCHOOLS OF NEW YORK CITY AND SAN FRANCISCO, 1850-1952

Course Content
Curriculum Development
Educational History
Elementary Grades

The purpose of this study was to trace the historical development of elementary school social studies curricula in San Francisco and New York City from 1850 to 1952. The historical method was used in this study. Examined were syllabi, prescribed textbooks, and reports of city school superintendents.

From 1850 to 1892, it was found that the public schools of both cities included geography and history in the last two years of most elementary schools; content was largely derived from textbooks, and board of education members, assisted by superintendents, were largely responsible for planning social studies courses of study. From 1892 to 1920, curriculum planning became the responsibility of the superintendents, assisted by committees of teachers, principals, and subject matter specialists. Geography began to involve the study of man-land relations rather than the memorization of locations; history was moved to the lower grades, with emphasis on cause and effect; and civics was offered as a subject. In 1924, San Francisco introduced an activity program in primary grades, and New York City provided standardized units dealing with holidays and Indian life. In 1941, San Francisco organized social studies around concepts related to social functions. Statements of objectives in both cities reflected national trends, but curriculum content differed. Local conditions tended to modify the effect on social studies curricula of such national factors as educational theories and recommendations of professional education organizations. 319 pp.

ORDER NO. 65-2998

18. Harmon, Frank Wendell, Ed.D.
Columbia University, 1964

AN ANALYSIS OF ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM AS THEORY

Curriculum Evaluation
Educational Theories
Elementary Grades

The purpose of the study was to devise a way of analyzing theory to make it applicable to social studies. The study was premised on the assumption that social studies is a "sleeping giant" which could be activated by a theory. Two forms of theory were identified, namely, scientific and normative theories. Scientific theory is used by the practitioner for prediction and explanation, while normative theory centers around the justification of values.

The author concluded that the social studies can rest upon a normative theory with some potential scientific elements. The elements are the relationships between student activity and content, values, materials, time, space, student characteristics, and teachers. Two social studies proposals were analyzed in terms of scientific theory by the author in this study, namely, Johnson's Teaching of History and Preston's Teaching of Social Studies in the Elementary School. In this connection, the author found that Johnson's idea gave no scientific explanation of his description, but his description did satisfy scientific description except for testability. Preston, however, attempted one potential scientific explanation, but failed to satisfy the qualities of scientific description.

Two social studies proposals were analyzed in relation to normative theory, namely, The Commission on Social Studies Report and Miel and Grogan's More Than Social Studies. The author found that the Commission justified the change of a disfunctional traditional value, but was not systematic in justifying other values. 240 pp.

ORDER NO. 65-2277

19. Harwell, Helon Baldwin, Ph.D.
East Texas State University, 1967

AN EXPLORATORY STUDY OF SOCIAL VALUES IN KINDERGARTEN EDUCATION

Affective Objectives
Course Content
Curriculum Evaluation
Kindergarten
Social Values
Values Education

The main objective of the study was to determine how much emphasis was placed on social values in curriculum content and activities.

In the quantitative analysis of six kindergarten books, the eight social values in the Laswell value classification scheme were used.

Among the findings and conclusions of the study were: (1) that the greatest orientations were on the social values skill, well being, and enlightenment; (2) that less of the material was oriented to affection; and (3) that social values are presented in the materials in a weak manner. 240 pp.

ORDER NO. 67-12,308

20. Hebler, Jane Ann, Ed.D.
Stanford University, 1965

STRUCTURED SOCIAL STUDIES CONTENT FOR ELEMENTARY SCHOOLS: THE SCHOOL COMMUNITY

Community Study
Course Content
Curriculum Development
Elementary Grades
Fundamental Concepts
Structure of Knowledge
Taxonomy

This dissertation was one of eleven in phase two of a three phase project. Phase one focused on the scope dimension where each dissertation was concerned with selecting generalizations significant to one of the ten basic activities of man. Phase two dissertations selected from these generalizations those most relevant to each of the eleven expanding communities of man. Phase three was intended to test the structured social studies content in schools.

This particular study focused on the school community. The study involved the following conceptual tasks: (1) definition of community; (2) development of a classification system for the study of each expanding community; (3) the use of the classification system as a guide to the analytical study; and (4) the selection (from the 3,227 generalizations in phase one) of generalizations relevant to the school community.

On the basis of the classification system evolved, 374 generalizations were found relevant to the school community. Of these, 155 generalizations were considered significant for the study of the school community. 169 pp.

ORDER NO. 66-2514.

21. Hoffman, Theodore Glenn, Ed.D.
Wayne State University, 1969

EFFECTIVENESS OF A SPECIFIC SOCIAL STUDIES HUMAN RELATIONS PROGRAM IN REDUCING RACIAL STEREOTYPING AT THE ELEMENTARY LEVEL

Controversial Issues
Elementary Grades
Human Relations
Race Relations

This experimental study was designed to discover the effectiveness of a social studies human relations program in reducing racial stereotyping at the elementary level.

Among the important findings of the study were: (1) there was more of a reduction in stereotyping in the higher elementary grades than in the lower ones, and (2) there was a significant reduction in racial stereotyping among the experimental population according to their own sexual identity.

The study indicates that racial stereotyping might be effectively reduced with a more sophisticated program designed for such an objective. 188 pp.

ORDER NO. 70-3426

22. Johnson, A. Elizabeth, Ed.D.
Wayne State University, 1966

DISCOVERING GENERALIZATIONS REGARDING AFRICA SOUTH OF THE SAHARA HELD BY CERTAIN SIXTH GRADE STUDENTS AND BY CERTAIN UNIVERSITY SENIORS, AND DETERMINING THE SIGNIFICANCE OF THESE GENERALIZATIONS FOR THE CONTENT OF THE SOCIAL STUDIES CURRICULUM

Concept Formation
Cross Cultural Studies
Current Events
Curriculum Development
Elementary Grades
World Affairs

The researcher's objective was to determine the nature of current understanding of Africa south of the Sahara Desert, particularly the western nations of Liberia, Ghana, Nigeria, and the eastern nations of Kenya and Tanzania, among sixth grade and university students in two communities, Detroit and Kalamazoo. The population of the sample was basically a cross section of socio-economic groups and included both black and white students in six sixth grade classes. The university seniors included two classes in education at both Wayne State University and Western Michigan University.

Principle procedures used included: (1) obtaining the judgments of African studies scholars as to what generalizations in social studies textbooks and other reference works are essential, desirable, irrelevant, or inaccurate; (2) constructing a multiple choice test based upon a consensus among the experts, "How Much Do You Know about Africa?"; and (3) administering the test to both groups.

Among the principle findings: (1) upper class pupils did better than lower class pupils; (2) whites did better than blacks; (3) girls did better than boys; (4) 14 per cent accepted stereotypes that had been inserted into the test; and (5) sixth grade students averaged 35.7 and university students 59.3.

Among the researcher's principle recommendations: (1) intermediate grades should have "in depth" examination of contemporary

affairs and there should be critical thinking instruction at all levels; (2) university undergraduates should be encouraged to enroll in African studies courses, especially those in social science; (3) university students should be encouraged to build units on Africa and should be made aware of materials which can be useful in concept formation; and (4) university teachers in education should use contemporary affairs as a focus. 417pp.

ORDER NO. 67-663.

23. LaMarche, Alfred John, Ed.D.
Stanford University, 1967

STRUCTURED SOCIAL STUDIES CONTENT FOR ELEMENTARY SCHOOLS: THE NATIONAL COMMUNITY

Community Study
Course Content
Curriculum Development
Elementary Grades
Fundamental Concepts
Projects
Structure of Knowledge
Taxonomy

This study is one of eleven in phase two of a three phase social studies curriculum project using the ten basic human activities as the scope dimension and the eleven expanding communities of men as the sequence dimension. Phase one was concerned with selecting generalizations significant to one of the basic human activities. In phase two the dissertations seek to select from these generalizations those most relevant to each of the eleven expanding communities of men. Phase three is envisioned as testing this structured social studies content in schools.

The focus of this particular study is the United States as a national community. The major purposes are to: (1) define community; (2) develop a classification system for studying national community; (3) illustrate the application of the classification system; (4) select from the 3,227 generalizations in phase one those which are highly important to a study and understanding of the United States as a national community; and (5) modify selected phase one generalizations, whenever necessary, so as to add to their meaning for social studies workers.

Five elements of community were identified: place, people, common interests, organizations and institutions, and a sense of community. These elements were used as bases for a classification system. The United States as a national community was

described to demonstrate the use of the classification system. Of the 3,227 generalizations, 110 were selected for their importance to an understanding of the United States as a national community. Generalizations similar in content were merged reducing the total number to 84. In this particular study, then 84 social science generalizations considered important to an understanding of the United States as a national community were identified and structured for use in elementary school social studies. 175 pp.

ORDER NO. 67-17,540:

24. Leef, Lula Myrtle, Ed.D.
University of Idaho, 1966

THE EVOLUTION OF TWENTIETH CENTURY ELEMENTARY SOCIAL STUDIES INSTRUCTION IN RELATION TO SOCIAL, POLITICAL, AND ECONOMIC CONDITIONS

Critical Thinking
Curriculum Evaluation
Educational History
Elementary Grades
Political Influences
Problem Solving
Socioeconomic Influences

The specific goals of the study were: (1) to determine what prevailing conditions had on elementary social studies; (2) the extent to which social studies dealt with existing social, political, and economic conditions; and (3) the degree to which social education encouraged critical thinking toward society and employed a functional approach to problem solving.

The study focused on grades one through six. Data for the background of social studies from 1900 to 1964 were secured from the writings of philosophers, psychologists, and educators, while the social, political and economic conditons of different periods were secured from books and journals.

Three major conclusions of the study were: (1) elementary social studies curriculum reflected broad changes in the social, political, and economic patterns in the country; (2) the social studies curriculum did not directly promote a critical attitude toward society; and (3) the elementary social studies curriculum gained in direct applicability to life situations. 299 pp.

ORDER NO. 67-5383

25. Lemmond, Lewis Earl, Ph.D.
East Texas State College, 1964

A VALUE ANALYSIS OF SOCIAL STUDIES TEXTBOOKS

Elementary Grades
Social Values
Textbook Content
Textbook Evaluation
Values Education

The researcher's purpose was to identify the value orientation trends of fifth grade social studies textbooks over a period of the past 40 years. He adapted H. Lasswell's framework of eight social values for use in the qualitative analysis. He counted paragraphs and pictorial representations and determined percentages of space utilized in order to determine a quantity index. He studied four textbooks for past, and five for present value orientations.

Among the principal findings: (1) in the past fifth grade social studies textbooks have had a greater orientation to wealth and power than to any other values and they have been less oriented to affection than to any other value considered in the study; (2) in current textbooks there is a greater orientation to respect than to any other value; and (3) in both past and present textbooks there has been less orientation to rectitude than to any other value.

Two of the researcher's conclusions were: (1) greater balance among values is needed; and (2) if present trends continue, textbooks can be expected to be oriented mainly to respect, followed by power, wealth, and skill, while affection, rectitude, enlightenment, and well-being will be neglected. 179pp.

ORDER NO. 64-11,349

26. Miller, Norman Adam, Ed.D.
Stanford University, 1967

STRUCTURED SOCIAL STUDIES CONTENT FOR ELEMENTARY SCHOOLS: THE EMERGING ATLANTIC COMMUNITY

Community Study
Course Content
Curriculum Development
Elementary Grades
Fundamental Concepts
Projects
Structure of Knowledge
Taxonomy

This study is one of the eleven in phase two of a three phase social studies curriculum project using the ten basic human activities as the scope dimension and the eleven expanding communities of men as the sequence dimension. Phase one was concerned with selecting generalizations significant to one of the basic human activities. In phase two the dissertations seek to select from these generalizations those most relevant to each of the eleven expanding communities of men. Phase three is envisioned as testing this structured social studies content in schools.

The focus of this particular study is the emerging Atlantic Community. This study involved five major conceptual tasks, namely, to: (1) define community; (2) develop a classification system for studying the emerging Atlantic Community; (3) illustrate the application of the classification system; (4) select from the 3,227 generalizations in phase one which are highly important to a study and understanding of the emerging Atlantic Community; and (5) modify selected phase one generalizations, whenever necessary, so as to add to their meaning for social studies workers.

Five elements of community were identified, namely: people, place, common interests, organizations and institutions, and sense of community. In this study, common interests and

organizations and institutions were replaced with their ten sub-attributes. Thirteen elements were used for the analytical documentation. Two hundred and ninety-five generalizations from phase one were noted to be relevant, but only 198 were regarded as significant to a study of the emerging Atlantic Community.

In this particular study, 198 social science generalizations regarded as important in the study of the emerging Atlantic Community were identified and structured for use in the elementary school social studies content. 256 pp.

ORDER NO. 67-17,545

27. Schwartz, Sheila Frackman, Ed.D.
New York University, 1964

A GUIDE TO THE INCORPORATION OF THE THEME "RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL" IN THE ELEMENTARY SOCIAL STUDIES CURRICULUM

Curriculum Development
Elementary Grades
Human Dignity
Textbook Content
Textbook Evaluation

In this dissertation the researcher studied the possibility for the incorporation of the theme "Recognition of the Dignity and Worth of the Individual" in the elementary social studies curriculum. The theme was part of the National Council for the Social Studies report entitled A Guide to Content in the Social Studies.

A checklist, sent to groups of educators in questionnaire form, was utilized to determine the possibility of the inclusion of the theme in the elementary social studies curriculum. Five major social studies textbook series were analyzed for materials related to the above cited theme.

Among the findings of the study were: (1) out of 93 separate items on the questionnaire, 51 were considered appropriate by respondents for the elementary school social studies curriculum; (2) all items supported by respondents were considered appropriate for grades four to six and only 12 of the 51 accepted were considered appropriate for the primary grades; and (3) very few textbook materials related to the theme in primary grade textbooks were found, but sizeable materials were found in the middle grades.

The researcher concluded that the theme could become part of an elementary school social studies curriculum; however, the lack of sufficient materials would make implementation of the scheme at the present time not feasible. 320 pp.

ORDER NO. 65- 6610

28. Sesow, Frederick William, Ed.D.
University of Nebraska Teachers College, 1968

PLANNING SOCIAL STUDIES PROGRAM OF THE BELLEVUE ELEMENTARY SCHOOLS

Curriculum Development
Educational Change
Elementary Grades

This descriptive study showed the processes and procedures that the Bellevue school system used to bring about curriculum change in the social studies.

The researcher identified eleven factors that had influenced the planning of social studies programs in Bellevue. The factors that appeared to have a direct influence were: evaluation, governmental agencies, inservice programs, desired outcomes, research reports, involvement of people, and the pupil population. The factors that appeared to have an indirect influence were: professional organizations, the local community, and financial resources. The organizational pattern of the schools seemed to have the least influence. 239 pp.

ORDER NO. 68-18,059

29. Williams, Forbes Warner, Ed.D.
Stanford University, 1965

STRUCTURED SOCIAL STUDIES CONTENT FOR ELEMENTARY SCHOOLS: THE REGION-OF-STATES COMMUNITY

Community Study
Course Content
Curriculum Development
Elementary Grades
Fundamental Concepts
Structure of Knowledge

This dissertation was one of eleven in phase two of a three phase project. Phase one focused on the scope dimension where each dissertation was concerned with selecting generalizations significant to one the the ten basic activities of man. Phase two dissertations selected from these generalizations those most relevant to each of the eleven expanding communities of man. Phase three was intended to test the structured social studies content in schools.

This particular dissertation focused on the regional-states community. The study involved the following conceptual tasks: (1) definition of community; (2) development of a classification system for the study of each expanding community; (3) the use of the classification system as a guide to the analytical study; and (4) the selection, from the 3,227 generalizations in phase one, of generalizations relevant to the states community.

An important outcome of the study was the identification of 107 generalizations deemed highly significant in the study of the region-of-states community. Throughout the dissertation research it was also found that: (1) there was a growing recognition of the region-of-states as shown by the social science literature; (2) that there was a growing sense of community on the part of the people of the region-of-states community; and (3) that there was a growing realization on the part of the inhabitants of the region-of-states community that

certain problems may be solved through cooperative efforts on the regional level. 190 pp.

ORDER NO. 66-2523

30. Wood, Robert William, Ed.D.
University of Montana, 1968

BASIC SOCIOLOGICAL UNDERSTANDINGS DESIRABLE FOR INCLUSION IN THE ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

Course Content
Elementary Grades
Fundamental Concepts
Sociology

Utilizing three groups of elementary school teachers, curriculum specialists, and professional sociologists the author attempted to identify those sociological understandings which are desirable for the elementary social studies curriculum, and to indicate those sociological understandings which are basic for a fundamental knowledge of sociology. A six-point evaluative scale was utilized. Using 3.0 as the cut off point the author identified 176 sociological understandings regarded as basic and desirable. A more manageable number was determined by limiting the sociological understandings to those that received a mean value of 4.0 or higher. 270 pp.

ORDER NO. 68-14,527

31. Zimmerman, Roger Marvin, Ph.D.
University of Minnesota, 1967

AN ANALYSIS OF THE TREATMENT OF FAMOUS INDIVIDUALS IN SIX ELEMENTARY SCHOOL SOCIAL STUDIES TEXTBOOK SERIES

Biographies
Elementary Grades
History
Textbook Content
Textbook Evaluation

The study described and categorized the manner in which elementary school social studies textbooks deal with famous individuals. Over 700 individuals were mentioned in 18 books, but one-half of all the sentences were concerned with only 42 individuals. The amount of attention and the manner in which they spoke of them varied considerably. Most of the attention was on individuals from the United States and western Europe, and very little on individuals from Asia and Africa. More than one-half of all the sentences were about individuals whose major accomplishments were in the field of politics and government, or explorations. The religious affiliation and educational level of individuals were not considered important. More attention were given to people from 1750 to 1799 than in any other period. Only 37 women were mentioned. 491 pp.

ORDER NO. 67-17,300

CURRICULUM: Secondary

32. Bailey, George Ward, Ed.D.
University of Nebraska Teachers College, 1964

PROBLEMS AND TRENDS IN JUNIOR HIGH SCHOOL SOCIAL STUDIES

Curriculum Development
Curriculum Evaluation
Educational Trends
Junior High Schools
Secondary Grades

The researcher tried to develop useful guidelines for administrators and others interested in the development and improvement of junior high school social studies for the 1960's. Social Studies literature was reviewed with special attention to developmental characteristics and educational needs of early adolescents, current content, scope and sequence of junior high school social studies programs, as well as trends and proposed changes in junior high school social studies curricula. Questionnaires were likewise administered to junior high school principals, junior high school social studies teachers, and selected sixth grade and senior high school social studies teachers in 20 Nebraska school systems.

Among the findings of the study were: (1) recent curricular revisions in the social studies have not yet produced any clear cut pattern for schools to follow; (2) despite much knowledge about psychology of adolescents, schools have not consistently been able to translate this knowledge into the social studies curriculum; (3) social studies proposals emphasized generalizations from the social sciences; (4) a major weakness of junior high school social studies programs was that teachers were teaching subjects in which they were not trained; (5) revisions in Nebraska junior high school social studies programs were typical of established national curriculum patterns; (6) teachers and administrators placed high value on written curriculum guides and in-service meetings regarding social studies programs; (7) both junior and senior high school social studies programs

were found to be deficient in geographic concepts and skills; and (8) another major weakness of the social studies curriculum was the excessive scope of some of the courses. 177 pp.

ORDER NO. 64-8055

33. Bradshaw, Thomas Joseph, Jr., Ed.D.
New York University, 1965

THE DEVELOPMENT OF A FOUR YEAR SOCIAL STUDIES CURRICULUM FOR MONMOUTH REGIONAL HIGH SCHOOL, NEW SHREWSBURY, NEW JERSEY, WITH EMPHASIS ON EDUCATION FOR ECONOMIC COMPETENCE AND INTERNATIONAL UNDERSTANDING

Cross Cultural Studies
Curriculum Development
History
International Education
Secondary Grades
United States History
World History

The three purposes of the study were: (1) to develop plans for selecting the content and determining the organization of a four year social studies program for the new Monmouth Regional High School; (2) to describe the curriculum-making process; and (3) to develop resource units for the curriculum adopted.

The study involved an extensive review of the literature. The socioeconomic conditions of the community and the abilities and aspirations of the prospective students were analyzed. The social studies faculty of the school convened in a curriculum workshop to help the researcher in the development of this high school social studies curriculum. The National Council for the Social Studies publication, A Guide to Content in the Social Studies was a primary tool of the group.

The program evolved consisted of two two-year courses. The first, World Civilization, was intended for grades nine and ten. It deals with the world's culture areas using materials and insights from the social sciences. The second, United States History, was designed for grades 11 and 12. Resource units were prepared for each of the programs. 220 pp.

ORDER NO. 66-5767

34. Clarke, Wentworth, Ed.D.
University of Nebraska Teachers College, 1964

THE DEVELOPMENT OF THE SOCIAL STUDIES IN THE OMAHA PUBLIC SCHOOLS, 1900-1963.

Curriculum Development
Department Directors (School)
Educational History
Secondary Grades

In this study, the researcher described and analyzed the developments of the secondary school social studies curriculum of Omaha, Nebraska from 1900 to 1963. An attempt was made to identify the influences that contributed to these changes.

Among the conclusions of the study were: (1) from 1900 to 1918, the department head and principals in each school made changes without regard to what was going on in other schools; (2) from 1919 to 1945, the director of curriculum was active in consulting all concerned in the school district about evolving a common social studies curriculum; and (3) from 1946 to 1963, the superintendent asserted personal leadership in developing a common program for the whole school system in Omaha, Nebraska. 222 pp.

ORDER NO. 65-2769

35. Corson, Bertram Carlton, Ed.D.
New York University, 1965

A PROPOSED COURSE OF STUDY FOR THE SOCIAL STUDIES ENTITLED CIVIC AFFAIRS

Citizenship
Curriculum Development
Mass Media
Public Affairs Education
Secondary Grades

In this study, the author evolved a proposed course of study for Civic Affairs, on his belief that the public school system has a responsibility to channel the minds of the students in the proper utilization of the media of communication, namely: newspapers, motion pictures, television, radio and the performing arts.

Endorsement of the course was secured by the researcher by interviewing supervisory officials connected with the New York City school system. 242 pp.

ORDER NO. 65-7309

36. Cremer, Robert D., Ed.D.
State University of South Dakota, 1963

AN ANALYSIS OF THE DEVELOPMENT OF HIGH SCHOOL WORLD HISTORY TEXTBOOKS AND ENROLLMENTS FROM 1900 TO 1959

Educational History
History
Secondary Grades
Textbook Content
Textbook Evaluation
World History

The purpose of the research was to determine changes in aims and in geographical emphasis in world history textbooks during the period, 1900-1959, and to determine changes in enrollments in world history courses during the same period.

The researcher studied the world history textbooks of the 15 publishers who published the largest number of textbooks from 1900 to 1959. He determined aims by studying and classifying stated aims, particularly in the authors' preface. He determined geographical emphasis by noting the amount of space devoted to major regions in each of three periods: ancient, medieval, and modern. He noted changes decade by decade.

Among the principal findings were: (1) aims placed emphasis upon idealistic purposes in the first two decades, 1900-1920, followed by a transitional period in which there was great diversity of aims, 1920-1940, followed by two decades, 1940-1959, generally emphasizing international aspects; (2) enrollments declined as a percentage of the student population, though there was an absolute increase due to population growth; (3) there was a steady decrease in emphasis upon Europe from an average of 79.1 to 53.4 per cent, a four-fold increase in space devoted to the Far East, a two-fold increase in space for Africa, while the Near East and North America remained roughly constant for materials on the modern period; and (4) space devoted to the ancient period, comparing the decades of 1900-1910 and 1950-

1959, decreased about 20 per cent while that on the modern period rose about 25 per cent and material devoted to the medieval period declined slightly in quantity. 301 pp.

ORDER NO. 64-2439

37. Dhand, Hargopal, Ed.D.
University of Montana, 1967

A VALUE ANALYSIS OF SASKATCHEWAN SOCIAL STUDIES TEXTBOOKS

Junior High Schools
Secondary Grades
Social Values
Textbook Content
Textbook Evaluation

The purpose of the study was to determine through quantitative content analysis the trend of value orientations of social studies textbooks prescribed for use in the public schools of Saskatchewan, Canada. Analyzed were eight books used from 1905 to 1965. The value framework used was that of Harold D. Lasswell.

Among the findings were that: (1) there has been greater emphasis on power and wealth; (2) from 1905 to 1935 emphasis was predominantly oriented to power; (3) from 1935 to 1950 emphasis was predominantly oriented to wealth; (4) from 1905 to 1950 affection, skill, and rectitude were almost neglected; (5) books from 1950 to 1965 have greater orientation to the values of wealth and power and uniformly weak orientation to the values of affection, rectitude, and well-being; and (6) none of the textbooks analyzed shows a balanced orientation with regard to all of the eight social values. 157 pp.

ORDER NO. 68-1929

38. Dorow, Ernest Baxter, Ph.D.
University of Pittsburgh, 1966

AN ANALYSIS OF THE OBJECTIVES AND CONTENT OF NINTH GRADE SOCIAL STUDIES TEXTBOOKS AND LOCAL COURSES OF STUDY AS RELATED TO PENNSYLVANIA STATE COURSES OF STUDY: 1925-1965

Grade 9
Junior High Schools
Secondary Grades
State Curriculum Guides
State School District Relationship
Textbook Content
Textbook Evaluation

The purpose of the study was to ascertain the extent to which ninth grade social studies textbooks and the courses of study in Pennsylvania were consistent with the objectives and content recommended by the Pennsylvania Department of Public Instruction in Courses of Study issued in 1925, 1932, and 1951. The study involved: (1) an analysis of the historical backgrounds of the objectives and content found in the state courses of study; (2) identification of the objectives and content of textbooks and how they are related to the courses of study, and (3) an analysis of the courses of study of some local school districts.

Among the important findings and conclusions of the study were: (1) wide acceptance by local schools of the materials contained in state Courses of Study from 1925 to 1965; (2) there existed an inconsistency between objectives and content found in some texts used in the 1930's; (3) that curricular change was in process in Pennsylvania but the direction of change was not clear because changes were being instituted by individual school districts rather than by the state. 229 pp.

ORDER NO. 67-7145

39. Frihart, Dale Monroe, Ed.D.
University of Oklahoma, 1967

THE EXTENT TO WHICH DESIRABLE SOCIOLOGICAL CONCEPTS ARE INCLUDED IN THE SOCIAL STUDIES CURRICULUM OF SELECTED SECONDARY SCHOOLS

Course Content
Curriculum Evaluation
Fundamental Concepts
Secondary Grades
Sociology

The study was designed to determine the extent to which desirable sociological concepts (as recommended in the literature reviewed by the author) are included in the social studies curriculum of selected secondary schools.

The author found that the sociological subject matter recommended was included in but 40 per cent of the sample schools, and even these concepts were included in subjects taken only by part of the rather than all. Included are those regarded as generalized social studies subject matter: attitude, prejudice, communication, family, race, culture, social class, caste, religion, and urbanization. 162 pp.

ORDER NO. 67-12,002

40. Hansen, John Hiram, Ph.D.
University of Wisconsin, 1964

THE SOCIAL STUDIES PROGRAM OF A REPRESENTATIVE SAMPLE OF WISCONSIN JUNIOR HIGH SCHOOLS AND THE PREPARATION OF SOCIAL STUDIES TEACHERS

Curriculum Evaluation
Junior High Schools
Secondary Grades
Teacher Qualifications

The purpose of this study was to survey the social studies program in selected junior high schools in Wisconsin to determine its relationship to the professional preparation of the teachers involved. Data for the study was obtained by means of questionnaires, interviews, class schedules, correspondence, Wisconsin Department of Public Instruction files, as well as from recent books and periodicals. One junior high school each from 12 communities in Wisconsin was included in the study.

Among the findings of the study were: (1) geography was taught in grade seven, United States History in grade eight, and citizenship in grade nine; (2) social studies courses emphasized the development of understandings of world culture, their contribution to our society, and the privileges and responsibilities of citizenship; (3) most of the teachers included in the survey used an adapted textbook as the organizing center for classroom learning activities; and (4) 78 of the 125 teachers involved in the study did not major in social studies.

The findings of the study indicate that there was a need for teachers to be prepared in Geography, United States History, Political Science, Sociology, and Economics. 187 pp.

ORDER NO. 64-10,240

41. Kavett, Hyman, Ed.D.
Rutgers University, 1966

AN ANALYSIS OF A JUNIOR HIGH SCHOOL SOCIAL STUDIES UNIT ACCORDING TO SELECTED CRITERIA

Junior High Schools
Secondary Grades
Textbook Content
Textbook Evaluation
United States History

The purpose of the study was to assess the effectiveness of the Educational Services Incorporated (ESI) social studies unit, "The Colonial Unit: the Emergence of the American," a part of the From Subject to Citizen sequence. The criteria used for the analysis were: readability, measured by the Dale-Chall Readability Formula; interest, measured by the Flesh Interest Formula, and levels of abstraction, measured by Gillie's adaptation of the Flesh Level of Abstraction Formula. Sections of three commercially published textbooks touching on the same historical period were similarly analyzed.

Among the findings of the study were: (1) that the ESI materials were at a level of reading difficulty and abstraction too high for a large segment of junior high school students; (2) the ESI materials were "highly interesting;" and (3) commercially published textbooks contained a greater variety of illustrations and questions, as well as activities for students. 209 pp.

ORDER NO. 66-12,073

42. Khasnavis, Pratyush Kumar, Ed.D.
Baylor University, 1969

A COMPARATIVE ANALYSIS OF SOCIAL STUDIES PROGRAMS IN THE SECONDARY SCHOOLS OF INDIA AND THE UNITED STATES

Comparative Education
Curriculum Evaluation
Educational Objectives
Secondary Grades
Teaching Methods

This was a comparative study of social studies teaching in the secondary schools of the United States and India. An important objective was to select aspects of the United States social studies such as content, objectives, procedures, and teaching devices that might be tried to meet the needs of the social studies in India.

Among the important findings of the study were: (1) similarities and differences were noted in the areas of objectives and content, for example, social studies objectives in both India and the United States emphasize human relationships, the promotion of democratic society, national and world citizenship, and an understanding of other cultures; (2) among the differences are that India encourages disciplining the mind, while the United States emphasizes the American way of life; (3) social studies in India is dominated by memorization, and there is no determined attempt to break away from the tradition, while in the United States, a number of experiments such as team teaching, large group instruction, individual projects, teaching machines, and research programs are being conducted; and (4) in India there are few curriculum guides for social studies and recommendations are not implemented rapidly, while in the United States there are curriculum guides in the local school districts and recommendations of different commissions and committees are implemented more readily than in India. 165 pp.

ORDER NO. 70-2033

43. Kinzie, Glenn Leroy, Ed.D.
University of Nebraska Teachers College, 1965

HISTORIANS AND THE SOCIAL STUDIES: A HISTORY AND INTERPRETATION OF THE ACTIVITIES OF THE AMERICAN HISTORICAL ASSOCIATION IN THE SECONDARY SCHOOL SOCIAL STUDIES, 1884-1964

Educational History
Educational Objectives
Educational Philosophy
History
Secondary Grades
Teaching Methods

The author critically examined the Annual Reports of the American Historical Association, with the aim in view of relating the development of the recommendations and philosophy of the American Historical Association for secondary school social studies curriculum and methods of teaching.

The researcher noted that according to the American Historical Association, the fundamental purpose of social studies education is the development and promotion of effective citizenship. The Association maintained that history was best suited to accomplish such a goal.

However, the philosophy of the American Historical Association reflected the essentialist philosophy; while the philosophy of the Commission on Social Studies was based on reconstructionism. The author also noted that the methodology in the classroom accepted by the American Historical Association was drill and repetition. 204 pp.

ORDER NO. 66-2075

44. Martorella, Peter Howard, Ph.D.
Ohio State University, 1966

ARRANGEMENT OF CONTENT IN A SECONDARY UNITED STATES HISTORY COURSE: A CONCEPT ORIENTED MODEL

Concept Teaching
Course Content
Curriculum Development
Fundamental Concepts
Secondary Grades
Structure of Knowledge
Taxonomy
United States History

The purpose of the research was to construct a model for the arrangement of content in the high school United States History course which is conducive to concept learning, draws upon social science data, and follows a a logical pattern. The researcher presupposed that reform is needed in the direction of "structuring," concept learning, and the achievement of a common vocabulary.

The model developed centered upon three "potential" concepts: social change, world interdependence, and power, each of which was used to order four content episodes which illustrate "critical attributes" of each concept. The researcher notes that the three major concepts were selected arbitrarily.

Among the recommendations made were: (1) that there be model-based curricula developed through the joint efforts of high school teachers, social scientists, and curriculum specialists; (2) that these joint efforts include planning, development of materials and evaluation processes; (3) that there be sensitivity to affective factors in such efforts; and (4) that teacher training be related to such joint efforts and model-based curriculum development. 170 pp.

ORDER NO. 67-2489

45. Mayo, William Leonard, Ph.D.
University of Michigan, 1964

THE DEVELOPMENT OF SECONDARY SCHOOL GEOGRAPHY AS IN INDEPENDENT SUBJECT IN THE UNITED STATES AND CANADA

Comparative Education
Educational Trends
Geography
Secondary Grades

The purpose of the research was to determine the current status of the separate geography course in the secondary schools of the United States and Canada. An additional aim was to interpret a presumed increased importance and independent status of geography.

A historical survey was used for purposes of explaining the increased importance and independent status of geography. To develop a description of the status of the separate geography course in both countries a questionnaire was sent to the superintendents of the fifty states (46 replied) and personal interviews were held in the ten provinces. Items in the questionnaire related to the following questions about the geography course: Is it separate, compulsory? What type of course? What Level? Certification requirements?

Among the principle findings: (1) both the United States and Canada are offering more separate courses in geography; (2) Canada's acceptance of separate courses is taking place at a faster rate, perhaps the educational system is more centralized; and (3) the separate courses are offered more often in Canada than in the United States. 229 pp.

ORDER NO. 65-5349

46. Nash, John Francis, Ed.D.
Syracuse University, 1962

A STUDY OF THE RELEVANCE OF SELECTED MAJOR CONCEPTS AND GENERALIZATIONS FROM THE FIELD OF SOCIOLOGY TO COMMONLY ACCEPTED OBJECTIVES OF THE SOCIAL STUDIES IN THE SECONDARY SCHOOL

Curriculum Development
Educational Objectives
Fundamental Concepts
Secondary Grades
Social Sciences
Sociology

The purpose of the study was to discover concepts and generalizations from sociology which could contribute to the achievement of the commonly accepted objectives of secondary social studies. The researcher identified commonly accepted objectives of secondary social studies as well as sociological concepts and generalizations that could be utilized to attain such objectives. As a measure of the value of using sociological materials to attain commonly accepted social studies objectives the opinions of chairmen of social studies departments in universities, colleges, and high schools throughout the United States were sought.

On the basis of the responses of the above-mentioned respondents, the researcher made the foregoing conclusions: (1) sociological materials have a potentially valuable contribution to make toward the achievement of social studies objectives, and (2) there was a strong positive interest on the part of social studies specialists to use sociological materials in teaching the social studies. This view was shared by specialists in every geographic region of the United States. However, college social studies experts saw more possibilities for utilization of sociological materials for secondary social studies than high school social studies department chairmen. 229 pp.

ORDER NO. 63-3644

47. Nidds, John Albert, Ed.D.
St. John's University, 1968

AN ANALYSIS OF THE WRITTEN RECOMMENDATIONS OF MAJOR COMMITTEES, COMMISSIONS AND SELECTED PROJECTS ON OBJECTIVES IN THE SECONDARY SCHOOL SOCIAL STUDIES BETWEEN 1890 TO 1964

Curriculum Development
Educational History
Educational Objectives
Political Influences
Secondary Grades
Socioeconomic Influences

The researcher analyzed published reports of committees, commissions, and projects to determine the social studies objectives contained therein, what changes took place in the objectives from 1890 to 1964, and how these objectives reflected concurrent social, economic, and political forces.

The researcher found that a causal relationship often existed between the objectives and concurrent social, political, and economic forces. The researcher, however, concluded that errors in judgment were made in the choice of objectives because of the erroneous prognostications of the nature of future society.

The study is important in that it suggests how groups contemplating the revision of secondary social studies objectives may avoid the errors of their predecessors. 231 pp.

ORDER NO. 68-11,261:

48. Olmo, Barbara Margaret, Ed.D.
Rutgers University, 1966

A STUDY TO DETERMINE THE STATUS OF THE SOCIAL STUDIES CURRICULUM DEVELOPMENT IN SELECTED NEW JERSEY PUBLIC SECONDARY SCHOOLS

Course Content
Curriculum Development
Educational Trends
Secondary Grades

The study tried to determine: (1) the subject matter being taught; (2) the direction of curriculum revision; (3) the responsibility for bringing about modification; and (4) the methods of bringing about curriculum revision.

Fifty schools were selected at random from the 253 senior high schools in New Jersey. The data were secured through questionnaires. The information relative to subject matter being taught was secured from the principal. The data concerning direction, responsibility, and methods of revision were obtained through mailed questionnaires sent to social studies teachers, department chairmen, and principals.

Among the findings and conclusions of the study were: (1) the most common subject matter courses offered are American history, economics, world history, and world geography while anthropology, psychology, and cultural studies of Asia, Africa, and Latin America are neglected subjects; (2) separate subjects were offered rather than interdisciplinary ones; (3) rand order of percentages showed agreement that department chairmen, teachers, and principals share responsibilities for revisions; (4) direction of revision was focused on those programs for college preparatory students and slow learners, and typically at least one course has been added during the last two years; and (5) the chief method of revision has been enrichment of existing courses with special attention on the problems approach. 146 pp.

ORDER NO. 66-6762

49. Perchlik, Richard Adolph, Ed.D.
University of Colorado, 1964

DIVERSITY OF KNOWLEDGE IN A DEMOCRACY, AND A CLASSIFICATION OF THE FREEDEOM OF EXPRESSION AND A KNOWLEDGE BASIC TO ITS CONSIDERATION IN THE SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM

Academic Freedom
Citizenship
Civil Liberties
Curriculum Evaluation
Democracy
Secondary Grades

The study was premised on the idea that unlimited diversity of knowledge should be the basic foundation for all other aspects of democracy. Such diversity of knowledge can occur only if there is complete freedom of expression and freedom to acquire knowledge. The researcher attempted to find out the extent to which secondary social studies provide for complete freedom of expression and acquisition of knowledge. In so doing, he categorized freedom into nine major areas, namely: freedom of speech, freedom of the press, freedom of petition and demonstration, freedom of political action, freedom of assembly, freedom of education, freedom of association, freedom of investigation and research, and freedom of travel.

A survey of important curriculum studies and reports, as well as secondary social studies textbooks revealed that there was little provision for students' freedom of expression and acquisition of knowledge in social studies courses. 373 pp.

ORDER NO. 63-4265

50. Poulos, Nicholis, Ph.D.
University of Michigan, 1965

NEGRO ATTITUDES TOWARD PICTURES FOR JUNIOR HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS

Junior High Schools
Negro Literature
Secondary Grades
Textbook Bias
Textbook Content
Textbook Evaluation

The purpose of the study was to determine the attitudes of Negro parents of junior high school students at Detroit, Michigan toward 55 pictures of Negro personalities and events intended for junior high school social studies. The respondents who were shown the pictures answered on a five-point scale from "strongly approve" to "strongly disapprove."

Among the findings of the study were that the five pictures judged most favorably were those of Martin Luther King, Booker T. Washington, Frederick Douglass, Joe Louis, and W. E. B. DuBois. Adjudged least favorably were those of Malcolm X, slave labor cartoon, children playing in slums, picking plantation cotton, and stokers shoveling coal.

The study could serve as a guide in the preparation and selection of content materials for Negro-oriented textbooks. 222 pp.

ORDER NO. 66-6680

51. Rampton, George Oliver, Ed.D.
Utah State University, 1969

THE DEVELOPMENT OF SECONDARY SOCIAL STUDIES CONTENT IN THE PUBLIC SCHOOLS OF UTAH FROM 1847-1967

Course Content
Educational History
Secondary Grades

The author traced the historical development of secondary social studies content in the Utah public schools for 120 years. History, geography, civics, economics, psychology, sociology, and anthropology, in that order, were subjects found to have an impact on the social studies curriculum of the Utah public secondary schools.

More specifically, the author found: (1) history, as a subject in the schools of Utah from 1847 to 1967, was characterized by growth and development and national committees in the United States influenced the content of history courses in Utah; (2) present-day geography in the Utah schools dates back to the Committee of Ten, 1892, and the 1916 report of the Committee of Social Studies by the National Education Association; (3) civics had been taught in the schools of Utah since 1892, largely influenced by reports by the American Political Association, the American Historical Association, and the National Education Association; (4) economics never enjoyed a prominent position in the schools of Utah; (5) psychology was never a strong separate subject in the schools of Utah; (6) since 1913 sociology has been taught on a limited basis in Utah schools; and (7) except as a part of history, geography, or sociology, anthropology has never been taught in the Utah schools, and there has been little effort to identify anthropological concepts. 273 pp.

ORDER NO. 70-2443

52. Ratcliffe, Robert Henry, Ph.D.
Northwestern University, 1966

A CRITICAL ANALYSIS OF THE TREATMENTS GIVEN REPRESENTATIVE SOCIAL SCIENCE IDEAS IN LEADING ELEVENTH GRADE AMERICAN HISTORY TEXTBOOKS

American History
Fundamental Concepts
Grade 11
History
Secondary Grades
Social Sciences
Textbook Content
Textbook Evaluation

Ratcliffe analyzed six leading eleventh grade American history textbooks. The purpose was to determine what knowledge of selected ideas from the social sciences, identified by scholars students can be expected to learn from studying treatments of those ideas in a sample of widely used textbooks.

Among the researcher's findings were: (1) 31 of the 89 representative ideas were either actually or virtually ignored, while 28 of the terms did receive quantitative coverage; (2) political and economic terms still received significantly greater quantitative treatment than the ideas from the other social sciences; (3) 45 of the 89 terms were not explicitly defined. 128 pp.

ORDER NO. 66-14,05C

Texas. That the Texas social studies program provided little experience to enable students to deal with current problems. That social studies has not been affected by the "innovation fever" as much as other areas of the curriculum.

The study seems to call for a more relevant social studies curriculum, a program that emphasizes state and local problems, contemporary history and problems, and non-European civilizations. 167 pp.

ORDER NO. 65-15,125

53. Sandberg, John Hilmer, Ed.D.
University of Virginia, 1963

INTRODUCTION TO THE SOCIAL SCIENCES: AN INDEPENDENT STUDY COURSE FOR GIFTED HIGH SCHOOL STUDENTS

Curriculum Guides
Gifted
Interdisciplinary Approach
Natural Sciences
Secondary Grades
Social Sciences

In this study the researcher developed a course of study for gifted high school students. The course of study was specifically designed to introduce students to sociology, anthropology, psychology, political science, and economics. The course of study was developed in accordance with a criteria derived from educational theory related to gifted students. The course was likewise designed to show the relationship of the social sciences to the natural sciences, research methods, and methodological problems.

The course of study could be a useful guide for teachers who recognize the need for introducing the social sciences to high school students, but who are not certain on how to proceed. 268 pp.

ORDER NO. 64-690

54. Schlechty, Philip Craig, Ph.D.
Ohio State University,

HIGH SCHOOL SOCIAL STUDIES IN A MASS SOCIETY

Critical Thinking
Curriculum Development
Curriculum Evaluation
Fundamental Concepts
Problem Solving
Secondary Grades
Sociology
Structure of Knowledge
Taxonomy
Teaching Methods
Teaching Models

The author's review of the appropriate literature showed that high school social studies are based on assumptions about society which are not supported by the more recent findings of sociologists. The author then developed a model for reflectively oriented teaching that takes into consideration the condition of mass society as those conditions are understood by modern sociologists. Implications of the model for curriculum change, classroom operations, and teacher preparation were developed. The model demonstrated the importance of social structures to the teaching-learning process; hence the author recommended that rather than the structure of the disciplines, for a basis for curriculur organization, it might be well to consider the structure of society.

Regarded as contribution of the study to social studies education is that it adds a sociological dimension to the psychological and philosophical framework centered around problem solving approaches in high school social studies. 136 pp.

ORDER NO. 67-16,334

55. Schremser, Robert P., Ed.D.
Rutgers University, 1966

THE TEACHING OF CONTROVERSIAL ISSUES: A STUDY OF THE OPINIONS OF SELECTED SOCIAL STUDIES TEACHERS, ADMINISTRATORS, AND SCHOOL BOARD MEMBERS OF NEW JERSEY

Administrator Attitudes
Controversial Issues
Course Content
Current Events
Public Affairs Education
Secondary Grades
Social Problems
Teacher Attitudes
World Affairs

The purpose of the study was to determine if any significant differences in opinion toward teaching about controversial issues existed among secondary school teachers of social studies, secondary school principals, superintendents, and board members.

The data for the study was obtained from a three-part mailed questionnaire containing 25 political, economic, social, religious, racial, and international issues. One hundred questionnaires for each of the groups were sent out.

Among the findings of the study were: (1) at least one pair of groups (i.e.) teacher-principals, teacher-superintendents, etc.) differed significantly on the controversiality of 76 per cent of the items; (2) superintendents viewed more items to be controversial, and teachers, board members, and principals followed in that order; (3) superintendents viewed proportionately more issues concerning internal affairs controversial than international issues; (4) at least one pair of groups differed significantly in degree of agreement whether challenges (or objections) to teaching about 48 per cent of the items should be supported; (5) about 85 per cent of superintendents agreed that teachers so challenged should be officially supported; and (6) least acceptable for inclusion in the curriculum were birth

control, recognizing Red China, integration, world government, and censorship. 278 pp.

ORDER NO. 67-6402

56. Scott, Dorothy Marie, Ed.D.
North Texas State University, 1965

A SURVEY OF SOCIAL STUDIES PROGRAMS IN TEXAS HIGH SCHOOLS, GRADES 9-12, 1964-65

Core Courses
Curriculum Evaluation
Secondary Grades
Small Schools
State Curriculum Guides
State School District Relationship

The study had three main purposes, namely: (1) to compare social studies programs of high schools with state recommendations relative to content emphasis in the required courses (government, American history, and world history); (2) to compare the social studies programs of large and small high schools relative to offerings, innovations, supervisory services, courses of study and state recommendations; and (3) to determine the relationship between both supervisory services and the location of grade nine, to compliance with the state recommendations.

The data for the study was obtained through questionnaires from 642 schools (673 government, 732 American hisotyr and 699 world history teachers).

Among the findings of the study were: (1) significant differences were found between the practices of American and world history teachers and the state guidelines; (2) positive and significant relationships were found between large schools and the number of supervisor services and curriculum guides, but few significant differences in number of offerings and innovations; (3) with regards to compliance with state guidelines, there was no significant differences between large and small high schools; and (4) there was no significant relationship between either supervisory services or location of grade nine and compliance with state recommendations.

The researcher concluded that, something else other than the state guidelines has influenced high school social studies in

57. Sistrunk, Walter Everett, Ed.D.
University of Florida, 1966

THE TEACHING OF AMERICANISM VERSUS COMMUNISM IN FLORIDA SCHOOLS

Citizenship
Communism
Curriculum Evaluation
Foreign Relations
International Education
Secondary Grades
World Affairs

The researcher's purpose was to ascertain the practices, opinions, and pressures among teachers of the state-required course on "Americanism versus Communism" in Florida. Of 100 teachers receiving a questionnaire developed for collecting such information, 70 returned it; approximately one-fifth of those teaching the required course were questioned; returns came from 41 counties.

Among the principle findings: (1) most teachers had the masters degree; (2) most teachers said they needed better materials and in-service training specifically on the content of the course; (3) six weeks was the normal time given for the course and most teachers said this was inadequate; (4) most felt the course should be taught at the 12 grade; and (5) most said they felt the course effective in teaching better citizenship and the nature of Soviet life, and most said there were undue pressures upon them from the community because they were teaching about communism, but most indicated they would still choose to teach the course.

The researcher recommended that the course be placed at the 12 grade level and that teachers be given help with the course through in-service training which included more courses in political science, contemporary history, and foreign affairs. 140 pp.

ORDER NO. 67-3520

58. Sjostrom, Jack Ellsworth, Ed.D.
University of Colorado, 1964

AN APPRAISAL OF THE CURRICULUM STATUS, TRENDS, AND TECHNIQUES USED IN SOCIAL STUDIES CURRICULUM REVISION IN SELECTED NORTH CENTRAL ACCREDITED HIGH SCHOOLS

Course Content
Curriculum Development
Educational History
Educational Trends
Political Influences
Secondary Grades
Socioeconomic Influences

The researcher tried to determine what progress had been made in the secondary schools since 1958 to bring economic, social, and political changes into the content of the social studies curriculum. Among the major areas examined were: trends, influences on curriculum revision, participants in curriculum revision, staff preparation for curriculum revision, the approaches and techniques used in curriculum revision, barriers to curriculum revision, and decision making in curriculum revision.

The data for the study were obtained through questionnaires sent to schools in the North Central Association Area. Approaches to curriculum revision, twenty-four curriculum consultants served as jury to help determine the recommended approaches to curriculum revison.

Among the findings of the study were: (1) world history was becoming more of an elective than a required course; (2) U.S. history was increasing in popularity; (3) more and more electives were being added to the social studies curriculum; (4) there were more additions than deletions in the social studies offerings; (5) department chairmen were the most influential in curriculum revision; (6) revision is the work of a group, rather than by one individual; (7) schools used the study of social, political, and economic trends approach in revising the curriculum; (8) most schools did not rely on one particular plan to prepare teachers for curriculum revision; (9) no

one barrier to curriculum revision was considered of major importance by a majority of the schools; and (10) that the recommendations of the National Council for the Social Studies were slowly being implemented. 253 pp.

ORDER NO. 65-4217

59. Smith, Ronald Oliver, Ed.D.
University of Oregon, 1966

AN EVALUATION OF SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS IN PROBLEMS COURSES, CIVICS, AND GOVERNMENT AS TO THEIR TREATMENT OF THE MODEL OF INQUIRY USED FOR THE ADVANCEMENT OF KNOWLEDGE IN THE DISCIPLINE OF POLITICAL SCIENCE

American Government (Course)
Civics
Fundamental Concepts
Inquiry Training
Political Science
Public Affairs Education
Secondary Grades
Social Problems
Textbook Content
Textbook Evaluation

The study was aimed at: (1) identifying the modes of inquiry used by political scientists and the key concepts associated with these modes of inquiry; (2) to survey the standard secondary school textbooks used in problems courses, civics, and government for content relative to the political science modes of inquiry and concepts, and (3) to determine if these textbooks are adequate in teaching these modes of inquiry and concepts to high school students.

Thirty-three textbooks in civics, government, and problems were analyzed for purposes of this study. On the basis of the findings of the content analysis, the researcher concluded that there was no evidence of concern in civics, government or problems textbooks for the modes of inquiry of the political scientists. 144 pp.

ORDER NO. 67-10,788

60. Urick, Ronald V., Ph.D.
Ohio State University, 1965

THE REFLECTIVE APPROACH TO SOCIAL STUDIES EDUCATION AND HISTORICAL EXPLANATIONS IN AMERICAN HISTORY TEXTBOOKS

History
Secondary Grades
Structure of Knowledge
Textbook Content
Textbook Evaluation
United States History

The purpose of the study was to analyze social studies textbooks in an attempt to identify the theoretical framework thought of as the reflective approach to social studies instruction. Content analysis was used. The textbook explanations (or theoretical framework) was categorized into six: economics; race and minority group relations; social class; sex, courtship, and marriage; religion and morality; and forms and functions of government. Ten senior high school American history texts were analyzed in this study.

Among the conclusions of the study warranted by the data were: (1) texts were found to contain many explanations, with great variance in number; (2) texts were highly similar with respect to the percentage of explanations found to be relevant to each of several categories; and (3) most of the explanations were in economics and forms and functions of government.

The study points to the significance of having a theoretical framework not only for social studies textbooks and for the social studies curriculum in general. 138 pp.

ORDER NO. 66-6307:

61. Watson, Elizabeth Patti, Ed.D.
Indiana University, 1969

INVENTORIED PERCEPTIONS OF EXPECTATIONS FOR STUDENTS IN THREE DIFFERENT SOCIAL STUDIES PROGRAMS

Curriculum Evaluation
Secondary Grades

The author hypothesized that if an innovative social studies program was really different, then the behavioral expectations of students in such a program would differ from those students in conventional social studies programs.

An inventory of the perceptions of expectations was constructed for the study which embraced a process and/or a content orientation to learning. The process orientation of the innovative program was characterized as student centered, participation in decision making and problem solving behavior; a positive perception of the significance of outcomes; and the acceptance of students by teachers. The conventional programs tended to emphasize the uncritical acquisition of content.

The author concluded that students and teachers in the innovative program were in agreement on the perception of actual behavior and the direction of expected behavior, but less agreement was apparent concerning the degree to which they perceived these expectations as being realized. 286 pp.

ORDER NO. 70-7984

62. White, John Stephen, Ed.D.
University of Utah, 1963

AN APPRAISAL OF THE CITIZENSHIP EDUCATION PROGRAM IN THE SECONDARY SCHOOLS OF THE DAVIS COUNTY SCHOOL DISTRICT

Citizenship
Communism
Concept Teaching
Curriculum Evaluation
Democracy
International Education
Public Affairs Education
School Services
Secondary Grades
Teaching Methods

The purpose of the study was to appraise the citizenship education program in the secondary schools of the Davis County School District. The study measured students' knowledge of democracy with the use of a standardized text. Social studies programs were surveyed to determine whether or not important understandings were taught relative to democracy, economics, communism, and other societies' cultures. Likewise, the researcher surveyed the services of the department of personnel, audio-visual, and library in order to assess the effectiveness in meeting the needs of citizenship education programs.

Among the findings of the study were: (1) ninth and twelfth grade students tested on citizenship education in Davis County scored at par with the national norms; (2) Davis County students showed inadequacy in their understanding of the obligations as citizens of democracy; (3) services of the personnel and audio-visual departments were generally adequate to meet the needs of citizenship education programs; and (4) library services were generally inadequate to meet the needs of the program. 218 pp.

ORDER NO. 64-3458

63. Yielding, Katrina, Ed.D.
Auburn University, 1967

AN EVALUATION OF SELECTED SECONDARY SCHOOL TEXTBOOKS IN UNITED STATES HISTORY, BASED ON AN ANALYSIS OF THE TREATMENT GIVEN THE TOPIC: GOVERNMENT INVOLVEMENT IN THE ECONOMY

American Government (Course)
Secondary Grades
Textbook Content
Textbook Evaluation
United States History

The author examined government involvement in the economy as reflected in multiple editions of seven United States history books used in American high schools from 1938 to 1966.

The author found among other things: (1) conflicting Republican and Democratic views on what caused the depression of 1932; (2) more recent editions were not very critical of Herbert Hoover; (3) the Republican party and administration have been more friendly toward business while the Democratic party and administration have been friendly toward labor; (4) there does not appear to be adequate treatment of governmental agricultural policy since the New Deal period; and (5) textbooks treat the TVA as a development of great significance. 182 pp.

ORDER NO. 68-5899

64. Yonker, Thomas Walter, Ed.D.
Arizona State University, 1967

THE DEVELOPMENT OF THE SOCIAL STUDIES IN CALIFORNIA SECONDARY EDUCATION, FROM 1849 TO 1964

Curriculum Evaluation
Educational History
Secondary Grades
Teaching Methods

The study was designed to determine how effectively the social studies materials and methods of instruction employed in California high schools between 1849 and 1964 prepared youth for university and for life pursuit.

The evaluation of pertinent records reveals that: (1) secondary social studies instruction in California is fairly uniform: (2) content has been centered around history, though contemporary economic and social problems are gaining more attention; (3) there seems to be a reluctance on the part of high school teachers to deviate from textbooks; (4) since 1860 there has been continuous effort to update social studies materials; (5) most California high schools offer adequate preparation in the social studies for college bound students, but not for non-college bound students; and (6) some students felt the social studies stressed abstract ideas instead of problems relevant to them. 228 pp.

ORDER NO. 68-6812

CURRICULUM: College

65. Lindsey, Richard Allan, Ed.D.
George Peabody College for Teachers, 1962

AN ANALYSIS OF A SENIOR COLLEGE GENERAL EDUCATION COURSE IN SOCIAL STUDIES

Citizenship
Curriculum Development
General Education
Higher Education
Social Sciences

In this study, the researcher reported the development of a social science general education course at Colver-Stockton College, Canton, Missouri. The course was intended for the seniors. The course called American Citizenship and World Responsibility had been planned as a course to over-arch all the disciplines. It was developed as a series of problem units in the general context of citizenship education. All the social sciences were utilized in the development of content and learning experiences. In the development of the course the administration and faculty were intimately involved. 211 pp.

ORDER NO. 62-5679

CURRICULUM: General

66. Barth, James Louis, Ph.D.
Ohio State University, 1963

GREAT ISSUES: BASES FOR ORGANIZING SOCIAL STUDIES

Controversial Issues
Course Content
Current Events
Curriculum Development
Public Affairs Education
Social Problems

The study sought an answer to the question: what is the proper content for the social studies? The study was premised on the assumption that social studies teachers cannot teach about man's total heritage. There is a need to find a point of reference which would act as agent and interpreter of social change. The researcher argued that the great issues approach is the answer to the problem. The researcher thought it wise to focus social studies content on issues that have constantly challenged man. 137 pp.

ORDER NO. 64-6871

67. Finchum, George Allen, Ed.D.
University of Tennessee, 1964

A SOCIAL STUDIES SCOPE AND SEQUENCE STUDY FOR TENNESSEE SCHOOLS

Course Content
Curriculum Evaluation
Educational Trends

In this study the researcher examined the current status and trends in scope and sequence of the social studies in the public schools of Tennessee. The data for the study were obtained through a questionnaire sent to supervisors of instruction in 141 school systems. The survey was supplemented by historical research.

Among the significant findings of the study were: (1) a trend to offer a unit about Tennessee in either grade 4 or grade 5; (2) the adoption of fused texts for elementary schools; (3) that 88 per cent of the systems require only one unit of secondary social studies (American history) as requisite for graduation; (4) a trend to have American history in grade 11, with grade 12, devoted to electives; and (5) the development of units in "isms."

Among the needs pointed out in the study were: (1) for social studies courses to be consistent with the changing needs and current materials; (2) that high school students be required to take at least two and one-half units of social studies; and (3) that unnecessary duplication be eliminated. 280 pp.

ORDER NO. 65-1425

68. Gornick, Richard, Ed.D.
Wayne State University, 1967

A STUDY OF THE RELATIONSHIP BETWEEN A CONCEPTUAL FRAMEWORK AND THE TRANSFERENCE OF LEARNING IN SOCIAL STUDIES

Concept Formation
Concept Teaching
Fundamental Concepts
Social Sciences
Structure of Knowledge
Taxonomy

The objective of the study was to determine the impact of conceptual structure of the disciplines on social studies.

The author formulated on interrelated conceptual structure of five concepts from each of the areas of economics, geography, history, anthropology,, sociology, and political science. These concepts were taught to an experimental group and the result compared with a control group taught via the usual social studies program. The result was evaluated on achievement in the traditional sense, and the degree to which students are able to apply the identified concepts in a new situation.

Among the findings of the study were: (1) teaching via a conceptual structure in the social studies did not have an adverse effect on achievement (assimilation of factual information); (2) the new pedagogical approach effected a highly significant difference in the ability of students to transfer their learning to new situations; (3) the lower three levels of intelligence made the highest gains in the experimental group; (4) the new approach requires an extensive degree of in-service training of teachers; and (5) it is possible to utilize a smaller number of curriculum organizing concepts in learning the social studies. 172 pp.

ORDER NO. 68-9962

69. Hiner, Norville Roy, Jr., Ph.D.
George Peabody College for Teachers, 1967

THE CHANGING ROLE OF HISTORY AND SOCIAL SCIENCES IN THE SCHOOLS, 1892-1918

Educational History
History
Social Sciences

In this study the author traced the changing role of history and the social sciences in the schools. The author found that before the 1880's the social disciplines merely supported traditional institutional and normative patterns. Later scholars in the social disciplines provided explanations of the puzzling problems that resulted from the new social order. Historians and social scientists supported the enlargement of the school role of their disciplines to help gain a larger place in the school curriculum. From 1892 to 1918, there appeared considerable agreement between scholars and educators concerning the role of history and the social sciences in the schools. Scholars at one point embraced citizenship as the primary objective of their disciplines, while the educators also believed that a study of these disciplines was necessary to produce good citizens. Later, however, citizenship took a special meaning inimical to carefully guarded academic boundaries. Besides, educators started considering a host of other factors in the task of reforming education, such as, the delicate synthesis of the interest of the student, the subject, and society. Hence, the convergence of interest of educators and scholars in the social studies was further weakened. 231 pp.

ORDER NO. 68-2895

70. Kardatzke, Howard Holbrook, Ph.D.
Michigan State University, 1968

CULTURAL-INSTITUTIONAL TEACHER INFLUENCES UPON SOCIAL STUDIES CURRICULUM AND INSTRUCTION: AN EXPLORATORY STUDY

Curriculum Development
Educational Change
Socioeconomic Influences

This study examined the effects of cultural-institutional milieu and the teacher's attitudinal, professional, and academic background upon the existing practices in teaching the social studies. The major conclusion of the study is that differences in cultural-institutional and teacher characteristics were relatively unimportant to most aspects of the social studies program. 197 pp.

ORDER NO. 68-17,099

71. Lundy, Paul Ruskin, Ed.D.
University of Oregon, 1967

LAW AS A CONTENT RESOURCE FOR THE SOCIAL STUDIES CURRICULUM

Course Content
Educational Objectives
Human Relations
Law Instruction

This study was an investigation of the nature of law as a system of goal ordering, as well as, an inspection of relevant social studies goals to determine in what ways the use of law content might contribute to the achievement of those goals.

Among the observations of the author were: (1) the nature of society is such that law is a prerequisite to society; (2) law, i.e., agreement is basic to all interpersonal activities, therefore, the centrality of law in social studies since man does not confront the environment directly, but indirectly as it is mediated to him through the rules which govern his interaction with the physical and social environment; and (3) law was found to be contributing to the educational goal of achieving better human relations through the rational management of conflict. 208 pp.

ORDER NO. 68-10,005

72. McHugh, Raymond Joseph, Jr., Ed.D.
Stanford University, 1964

THE DEVELOPMENT OF SOCIAL STUDIES LEGISLATION IN CALIFORNIA

Educational History
Educational Legislation
State Legislation

In this dissertation, the researcher examined California laws affecting the social studies curriculum. Among the findings of the study were: (1) since 1851, the California legislature has been active in mandating elementary social studies courses, such as the law requiring the teaching of geography, civics, history of the United States, and California history, and since 1961, the California legislature ordered a minimum of five years of history; (2) since 1923, the legislature required students to pass examinations on the United States Constitution and American history; (3) prior to the Civil War, the legislature prohibited the teaching of sectarian or denominational doctrine; (4) from 1863 the lawmakers have required the use of uniform state texts in mandated subjects, (5) patriotic exercises have also been required, such as ceremonies for heroes, the Bill of Rights, and the daily flag salute; (6) the researcher found the following to be antecedents of legislations: a) social forces, such as legislators responding to national emergency by enacting laws to emphasize patriotism, b) lay pressure groups, such as the group that forced California lawmakers into legislating ceremonial exercises to honor Lincoln or the repudiation of the Building America textbook in 1947, and 3) some superintendents sponsored social studies legislations; and (7) a distinctive trend in enactments has been the continuous interest of the California legislators in social studies for over 110 years. 452 pp.

ORDER NO. 65-2865

73. Millat, Badrul, Ed.D.
Colorado State College, 1967

A PROPOSAL FOR THE RATIONAL PLANNING FOR FUTURE CHANGES OF CURRICULUM AND INSTRUCTION IN THE SOCIAL STUDIES FOR EAST PAKISTAN

Comparative Education
Curriculum Development
Social Sciences
Socioeconomic Influences

The study was intended to ascertain the factors which influence the rational planning of curriculum and instruction in social studies in Pakistan. Assuming that rational planning for curriculum development in the United States and Pakistan are quite similar, the author examined recent literature on curriculum planning in the United States. The factors that influenced curriculum planning in the United States were analyzed in relation to the political, social, and religious circumstances of East Pakistan.

Among the most important findings of the study is that in order to plan an adequate social studies program in Pakistan, involvement and collaboration of specialists in the social sciences, in curriculum planning, in psychology, and in teaching will be essential. 218 pp.

ORDER NO. 68-7154

74. Perrone, Vito, Ph.D.
Michigan State University, 1963

AN IMAGE OF AMERICA CONCEIVED IN MEXICAN AND ARGENTINE SOCIAL STUDIES TEXTBOOKS

Cross Cultural Studies
Cultural Images
Elementary Grades
International Education
Secondary Grades
Textbook Content
Textbook Evaluation

The dissertation was intended to supplement the efforts of the United Nations to promote international understanding among nations through the textbooks. Specifically, the study tried to determine the image of America as conceived in Mexican and Argentine social studies textbooks. Thirty-three Mexican and 19 Argentine primary and secondary school social studies textbooks were analyzed.

Among the main findings of the study were: (1) the United States was recognized and studied, and that the United States was given more space in social studies textbooks than any other foreign country; (2) the treatment of the United States was, however, not balanced (for example, in Argentine books, American institutional history was emphasized, while in Mexican books, more attention was given to the Mexican War and American Imperialism); and (3) America was not portrayed in a manner that would bring the understanding necessary to help people from Argentina and Mexico to interpret present day America realistically. 238 pp.

ORDER NO. 64-7535

75. Ribble, Robert Barzilla, Jr., Ph.D.
Ohio State University, 1966

THE STRUCTURE-DISCOVERY APPROACH IN THE SOCIAL STUDIES

Concept Teaching
Critical Thinking
Curriculum Development
Educational Theories
Fundamental Concepts
Inductive Methods
Structure of Knowledge

The study investigated current theories of social studies education in order to place the structure-discovery approach in the larger context of social studies curriculum theory. The researcher found the development of reflective thinking as a goal of social studies education to be relatable to the Gestalt-field Conception theory. The researcher found education for reflection compatible with the structure-discovery approach.

The theory, education for reflection, was viewed as subsuming two curricular approaches: reflective examination of conceptual relationships within a discipline and relationships between disciplines.. In an attempt to prove the effectivity of the theory, the researcher developed an operational definition of the two curricular approaches as well as a student achievement measure. The instruments evolved proved to be reliable and objective. 231 pp.

ORDER NO. 66-15,126

76. Tucker, Jan L., Ph.D.
Indiana University, 1968

AN EXPLORATORY CLASSIFICATION AND ANALYSIS OF SELECTED PROBLEM AREAS WITHIN THE "NEW" SOCIAL STUDIES

Course Content
Curriculum Development
Curriculum Evaluation
Inquiry Training
Interdisciplinary Approach
Structure of Knowledge
Taxonomy

Aware of the multiple characteristics of the "new" social studies, including obscure language, misunderstandings about the range of choice, partial inconsistencies, and incompatabilities, the researcher attempted to identify, classify, and analyze selected problem areas in the "new" social studies.

The researcher singled out two problem areas, "content" and "inquiry." Regarding content, the two focuses of the contention were: (1) derivation of content, i.e., whether content should be derived from the social research disciplines or from the practical problems of man and society; and (2) organization of content, i.e., whether content whould be organized on an Intra-, a Multi-, or an Inter-disciplinary basis. Regarding inquiry the foci of contention were: (1) problem types, i.e., what type of problem ought to be used for the promotion of inquiry--descriptive or normative; and (2) inquiry orientation, i.e., what is the most desirable approach to the conceptualization and resolution of a problem--scientific-empirical or humanistic-philosophical.

In collating the various aspects of the two problem areas, the author contended that there are four major dispositions in the "new" social studies, namely: (1) scientific-empirical discipline centered; (2) the humanistic-philosophical discipline centered; (3) the scientific-empirical problem centered; and (4) the humanistic-philosophic problem centered. 205 pp.

ORDER NO. 69-4820.

77. Wade, Bernice Stiles, Ph.D.
University of North Carolina at Chapel Hill, 1964

A STUDY OF RECENT CHANGES IN SOCIAL STUDIES PROGRAM OF THE PUBLIC SCHOOLS

Course Content
Curriculum Development
Educational Change
Educational Trends
Inquiry Training

The study tried to determine the following: (1) the extent of unrest and change and the influences responsible for them; (2) the kinds of curricular changes in social studies recommended for K-12 by educators and social scientists; and (3) the kind of changes being incorporated in the social studies program developed by state and local school authorities. In this study the researcher analyzed selected professional literature, social studies curriculum project reports and social studies curricula prepared by state and local school authorities.

Among the major findings of the study were: (1) social scientists and educators share the current unrest and dissatisfaction with the social studies program and that such unrest and dissatisfaction were national in scope; (2) one influence responsible for the ferment was the constrictive history framework; (3) there was a general agreement that the new social studies should be built upon new framework which draws content from the social sciences, and taught from an inquiry centered approach; (4) there was a great diversity in the multitude of frameworks for scope and sequence proposed for social studies programs; and (5) changes in the social studies programs recommended by state and local school authorities give evidence that the social studies was in transition. 244 pp.

ORDER NO. 65-9071

78. Winn, Ira Jay, Ed.D.
University of California, Los Angeles, 1966

THE CASE STUDY REFORM MOVEMENT IN AMERICAN CIVIC EDUCATION: EDUCATIONAL IMPLICATIONS OF POLITICAL APATHY

Case Studies
Citizenship
Civics
Civil Liberties
Curriculum Evaluation
Political Solialization
Public Affairs Education

The study analyzed the problem of functional civic educational failure in the United States from the perspectives of political sociology and of education. Likewise, the researcher evolved a theoretical and practical rationale for implementation of case study directed reform of American civic education, developed with particular attention to consitutuional rights.

A questionnaire that probed into students' knowledge of their constitutional rights was utilized.

Among the findings of the study were: (1) that even high school seniors exhibited misunderstandings of constitutional rights; (2) the educational system failed to arouse interest in or give understanding of democracy; (3) political apathy and ignorance were explained as traceable to the present system of civic education; (4) lack of national political dialogue and pressures toward mass conformity was viewed as inimical to American civic education; and (5) traditional civic education created an intellectual vacuum. 305 pp.

ORDER NO. 66-7138

INSTRUCTION

INSTRUCTION: Elementary

79. Blesh, Robert Heltman, Ed.D.
North Texas State University, 1969

A STUDY OF THE PRACTICES OF SOCIAL STUDIES TEACHERS IN SELECTED TEXAS ELEMENTARY SCHOOLS

Elementary Grades
Teaching Methods

The two hypotheses of the study were, first, that significant differences exist between the degree of utilization accorded to day-to-day practices by the elementary social studies teachers, and the degree of utilization recommended for the same practices by social studies education specialists and university professors in Texas, and second, that authority groups differ significantly on what they recommend to teachers. The author's data rejected both hypotheses. 215 pp.

ORDER NO. 70-9117

80. Brown, Lester Edward, Ph.D.
University of Minnesota, 1968

AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF ORGANIZING LEARNING EXPERIENCES TO ACHIEVE THE OBJECTIVE OF CRITICAL THINKING IN CERTAIN FIFTH-GRADE SOCIAL STUDIES CLASSES

Cognitive Objectives
Critical Thinking
Educational Objectives
Elementary Grades
Grade 5
Learning Activities

This experimental study attempted to determine whether organizing learning experiences, according to the set pattern in Bloom's Taxonomy, will result in a greater achievement of the stated objectives of critical thinking in a fifth-grade social studies class. A control group used the undetermined sequence of teaching the critical thinking skills.

Sixty-seven randomly selected fifth-grade pupils participated in a one semester experiment. Among the researcher's findings and conclusions were: (1) organizing learning experiences according to a clearly set pattern did not result in greater achievement of the stated objectives of critical thinking; (2) growth in critical thinking was not accompanied by any loss in subject matter achievement; and (3) social studies taught according to a clearly stated pattern, developed a pupil's ability to do critical thinking more than the conventionally taught course.

Perhaps an important impact of the study is the idea that critical thinking can be developed in a systematic way, such as, using Bloom's Taxonomy. 477 pp.

ORDER NO. 69-11,496

81. Buckley, Richard Dale, Ed.D.
University of Pittsburgh, 1967

A COMPARISON OF SET DIAGRAMS AND LISTS AS AIDS IN LEARNING RELATIONSHIPS IN SOCIAL STUDIES

Audiovisual Instruction
Elementary Grades
Instructional Materials

The purpose of this study was to determine which is a better aid for learning factual relationships in social studies content by sixth grade pupils--set diagrams or list tabulations. The set diagrams were modifications of Venn diagrams or Euler circles which are gradually being included in the mathematics curriculum.

The data showed that the set diagram and the lists methods do not produce significantly different learning results. 305 pp.

ORDER NO. 68-1968

82. Cannon, Frances Owens, Ed.D.
University of Alabama, 1966

TEACHER PERCEPTIONS OF SUCCESSFUL TEACHING OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL CURRICULUM

Elementary Grades
Teaching Methods

The purpose of this study was to investigate teachers' perception of successful teaching in the social studies curriculum. One of the assumptions of the study was that when teachers are given the opportunity to discuss one of their most successful teaching experiences, they would reveal their rationale for a good elementary school social studies program.

The researcher used both an unstructured and structured tape recorded interview to answer the basic question: what do you think has been one of your more successful experience of teaching the social studies this year? Fifty elementary teachers employed full time in the public schools in Alabama participated in the study.

Among the conclusions of the study were: (1) a majority of the responses indicated that pupil readiness was a key factor in motivation in teaching for the goals of education, as related to social studies, namely: achievement of rational powers, human relationships, economic efficiency, civic responsibility, and self-realization; (2) teachers tended to report on very specific practices rather than in terms of abstractions or generalized experiences; and (3) the acquisition of knowledge was designated as an important factor in the evaluation of learning. 88 pp.

ORDER NO. 66-7908

83. Clements, Henry Millard, Ph.D.
Stanford University, 1964

AN EMPIRICAL STUDY OF INQUIRY IN THREE SOCIAL SCIENCES

Anthropology
Elemetnary Grades
History
Inquiry Training
Social Sciences
Sociology

The researcher studied the descriptions and accounts of what anthropologists, sociologists and historians actually do when they are engaged in inquiry in order to identify paradigmatic study tasks that might be used by pupils in elementary social studies classes.

In general, three paradigmatic tasks that might be used by social studies pupils in elementary schools were identified, namely: (1) the initiation and classification of the purposes of inquiry; (2) the conduct of inquiry; and (3) the preparation of written accounts of inquiry.

The study points to the need for emphasizing the process of learning, in comparison with the traditional concern of professional educators, i.e., to dispense information related to the topics selected for elementary school programs. 345 pp.

ORDER NO. 65-2874

84. David, David Warren, Ed.D.
Indiana University, 1968

CONDITIONS THAT FOSTER GROWTH IN CHILDREN'S ABILITY TO GENERALIZE IN ELEMENTARY SCHOOL SOCIAL STUDIES

Concept Formation
Concept Teaching
Elementary Grades
Inductive Methods
Problem Solving

The study was designed to discover what types of teaching-learning situations generate and develop children's ability to generalize. The subjects, 138 fourth-grade children, were grouped into two instructional situations--first, a problem-solving teaching-learning situation, and second, a textbook-centered teaching learning situation.

Among the findings of the study were: (1) the problem-solving teaching-learning situation fostered growth in children's ability to generalize; and (2) active participation in the teaching-learning situation appeared to contribute to the development of generalizing ability for those in the problem-solving situation, but not for children in the textbook-centered situation. 172 pp.

ORDER NO. 68-17,261

85. Godwin, Charles Marion, Ed.D.
University of Nebraska Teachers College, 1967

CONTEMPORARY PRACTICES IN SELECTED NEBRASKA ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAMS

Department Directors (School)
Elementary Grades
Teacher Qualifications
Teaching Methods

Through questionnaires and classroom visitations, the author tried to determine: (1) the contemporary social studies practices in selected Nebraska elementary shcools that did not employ a full time curriculum director, and (2) the extent to which those advocated by selected authorities in the field of elementary social studies.

Among the findings of the study were: (1) less than one-half of the elementary teachers had--(a) earned the bachelor's degree, (b) completed a methods course in social studies teaching or attended an in-service program, (c) defined social studies in terms stated by leaders in the field, and (d) practiced grouping of students; (2) that three-fourths of the elementary teachers taught social studies as separate subjects; (3) more than half of the elementary teachers used the guide to the social studies textbook rather than the course guide prepared by the Nebraska State Department of Education; and (4) most of the elementary teachers were using traditional approaches in teaching the social studies. 195 pp.

ORDER NO. 68-3783

86. Goebel, George, Ed.D.
University of Kansas, 1965

REACTIONS OF SELECTED SIXTH-GRADE PUPILS TO SOCIAL STUDIES LEARNING ACTIVITIES CHOSEN BY THEIR TEACHERS IN THE PUBLIC SCHOOLS OF TOPEKA, KANSAS

Elementary Grades
Grade 6
Learning Activities
Learning Motivation
Learning Processes
Slow Learners

The purpose of the study was to determine what types of learning activities contained in social studies units had motivated appeal for sixth-grade pupils in the public schools of Topeka, Kansas. Nine sixth-grade classes, with 276 pupils in Topeka, Kansas were involved in the study. Participating teachers were requested to classify their students into "rapid," "normal," or "slow." Pupils were asked to rate learning activities according to motivational appeal.

Among the findings of the study were: (1) "rapid" and "normal" pupils generally rated individual activities much higher on appeal than class or small group activities, while "slow" pupils preferred class activities; (2) "rapid" and "normal" pupils found more motivational appeal in reading for discussion, making vocabulary lists, graphs, charts, and making and writing activities; (3) "slow" learners rated reading for discussion and map work highest in motivational appeal; and (4) dramatization and mural making which were taught infrequently in most schools were rated high in motivational appeal by all the learners who participated.

The study should be a useful guide for curriculum workers involved in the preparation of learning activities. 386 pp.

ORDER NO. 65-11,925

87. Greene, William Washington, Jr., Ed.D.
University of Georgia, 1966

THE TEACHING OF ANTHROPOLOGY IN THE FIRST AND FOURTH GRADES: A COMPARISON OF TRAINED AND NON-TRAINED TEACHERS AS MEASURED BY PUPIL TEST PERFORMANCE

Academic Achievement
Anthropology
Curriculum Evaluation
Elementary Grades
Instructional Materials
Projects
Social Sciences
Teacher Qualifications

This research constitutes an evaluation of the University of Georgia Anthropology Curriculum Project at grades one and four. Specifically, its purpose was to determine the "usability" of the instructional materials in a unit, "Concept of Culture," particularly the effects of specialized teacher training in anthropology upon pupil achievement.

Several achievement tests, including the STEP social studies test and one of high reliability constructed by the researcher, were used to determine what, if any, difference the specialized training in anthropology provided for the experimental group of teachers. The sample included 30 first grade classes (12 experimental, 18 control) and 29 fourth grade classes (13 experimental, 16 control).

Among the principal conclusions of the researcher: (1) elementary anthropology can be learned at grades one and four; (2) specialized training for teachers is not essential, although tests show slightly better achievement for the experimental group; and (3) high achievement pupils made the greatest gains in knowledge of anthropology in both experimental and control groups. 180 pp.

ORDER NO. 67-3549

88. Herman, Wayne Leroy, Jr., Ed.D.
Temple University, 1965

AN ANALYSIS OF THE ACTIVITIES AND VERBAL BEHAVIOR OF SELECTED FIFTH GRADE SOCIAL STUDIES CLASSES

Classroom Communication
Elementary Grades
Grade 5
Interaction Process Analysis
Learning Activities
Student Teacher Relationship
Teacher Behavior

The purposes of the study were: (1) to determine the specific activities in a classroom at a given time, and (2) to assess the teacher-pupil verbal behavior. Activities were recorded using the OSCAR developed by Medley and Mitzel, while verbal behavior was recorded using the Minnesota Categories developed by Flanders. Three groups of classes were utilized for the study, namely: above average (N=6), average (N=6), and below average (N=2).

Among the findings of the study were: (1) teachers of the above average group used more praise, questions, and acceptance of pupil ideas; (2) teachers of the average group were nearly neutral; (3) teachers of the below average used direct verbal statements; (4) teachers of the above average group talked less than teachers of the other groups; (5) given in the order in which the teachers used illustrations were: teachers of below average, average, and above average; and (6) students in the above average group were engaged in more seatwork. 310 pp.

ORDER NO. 66-654

89. Hunkins, Francis Peter, Ph.D.
Kent State University, 1966

THE INFLUENCE OF ANALYSIS AND EVALUATION QUESTIONS ON CRITICAL THINKING AND ACHIEVEMENT IN SIXTH GRADE SOCIAL STUDIES

Academic Achievement
Critical Thinking
Elementary Grades
Grade 6
Inquiry Training
Questioning Techniques
Textbook Research

The purposes of the study were: (1) to determine whether a dominant use in social studies texts of analysis and evaluation questions help develop critical thinking in sixth grade social studies pupils; and (2) to discover if an emphasis on these types of questions would improve the social studies achievement of these pupils.

Two hundred and sixty sixth grade pupils were the subjects of this experimental study. The experimental group was exposed to analysis and evaluation questions. While for the the control group the dominant emphasis was on knowledge questions. The social studies Inference Test (Taba, 1964) was used to measure critical thinking, while the social studies achievement test developed by the investigator was used to measure achievement.

Among the inportant findings of the study were: (1) pupils using text type materials with emphasis on analysis and evaluation questions did not differ significantly in critical thinking from those pupils who used materials emphasizing knowledge questions; and (2) pupils exposed to the high level questions demonstrated significantly higher scores in social studies achievement than those pupils exposed to low level questions. 311 pp.

ORDER NO. 67-9421.

90. Ingram, Franklyn Charles, Ed.D.
Pennsylvania State University, 1966

THE EFFECT OF ELEMENTARY SCHOOL INDUSTRIAL ARTS ON PUPILS' SOCIAL STUDIES ACHIEVEMENT

Academic Achievement
Concept Formation
Elementary Grades
Industrial Arts
Learning Activities

The purpose of the study was to determine whether the introduction of school industrial arts activities into regular elementary social studies units would have an effect on social studies unit concept learnings. Three 4th, four 5th, and two 6th grade classes participated in the study. A control group and an experimental group were set up. The experimental group classes were equipped with industrial arts tools, materials, and portable work benches. The researcher also used a questionnaire that asked students if they "had no fun," or "had lots of fun" and if they "learned almost nothing," or "learned a lot." With the use of the Iowa Every Pupil Test of Basic Skills, silent reading comprehension and work study skills were measured.

Among the important findings of the study were: (1) the incorporation of elementary school industrial arts into social studies units did not prevent significant learning in social studies; (2) the experimental group improved in silent reading comprehension and work study skills from pretest to post-test (there was significant difference favoring the experimental group); and (3) the experimental group indicated that they "learned a lot" and "had lots of fun." 209 pp.

ORDER NO. 66-10,468

91. Jones, Rita Honkavaara, Ed.D.
University of California, Berkeley, 1964

RELATIONSHIP BETWEEN TWO MODES OF SOCIAL STUDIES INSTRUCTION

Concept Formation
Concept Teaching
Elementary Grades
Problem Solving

In this study, the researcher investigated the relationship which exist between two modes of social studies instruction (problems and main ideas approaches) and children's expression of facts, concepts, and generalizations.

Involved in the study were 316 fifth grade children from Santa Clara and Contra Costa, California. The Cooperative Test of Educational Progress and the School and College Ability Text were used to measure reading achievement and intelligence. No significant difference was found between those in the problems and main ideas approaches. The social studies pictorial free-association test constructed for this study was used to measure children's expression of facts, concepts and generalizations.

Eight hierarchial thinking levels were used in the analysis, namely: facts, qualified facts, concrete concepts, qualified concrete concepts, abstract concepts, relevant generalizations, and irrelevant generalizations.

Among the findings of the study were: (1) children who used the main ideas appraoch scored higher on concrete concepts, qualified concepts, qualified abstract concepts and relevant generalizations; while children who used the problems approach scored higher on abstract concepts; (2) students in the upper quarter taught by the main ideas approach scored higher on qualified facts and qualified concrete facts, while children in the lower quartile (taught by the same approach) scored higher on qualified concrete concepts and relevant generalizations; and (3) students in the lower quarter using the main ideas approach scored higher on qualified concrete concepts. 161 pp.

ORDER NO. 64-13,029

92. Joyce, William Walter, Ed.D.
Northwestern University, 1964

THE DEVELOPMENT AND GRADE PLACEMENT OF MAP AND GLOBE SKILLS IN THE ELEMENTARY SOCIAL STUDIES PROGRAM

Academic Ability
Elementary Grades
Geography
Map Skills

The purpose of the study was to develop and validate a statement of map and globe skills that would provide elementary teachers with basic guidelines for teaching children to read and interpret maps and globes. To develop the statement, basic skills underlying the ability to read and interpret maps and globes were identified. Skills were stated behaviorally and classified, then submitted to a panel of consultants for further refinement. To validate the statements of skills, a panel of jurors was selected. A questionnaire was designed and administered to the jurors.

The two hypotheses that gave direction to the collection, analysis, and interpretation of the data were: (1) the map and globe skills, as appraised by the jurors, would fall into a grade-by-grade sequential pattern for grades one through six; and (2) the jurors' appraisals of the map and globe skills, as revealed by their responses to the instrument, would be a function of factors inherent in the jurors, i.e., current teaching position, professional training and educational background, and practices in teaching the social studies. Both hypotheses were confirmed. 164 pp.

ORDER NO. 65-3279

93. Julianda, Lazara Valiente, Ph.D.
University of Iowa, 1969

AN ANALYSIS OF SELECTED FORMS OF GRAPHIC PRESENTATION AND THEIR UTILIZATION IN ELEMENTARY SOCIAL STUDIES TEXTBOOKS

Elementary Grades
Textbook Content
Textbook Research

This study examined the forms, sequences, and utilizations of graphic presentation in 32 elementary social studies textbooks, as compared with the types of graphs in 47 elementary mathematics textbooks. Types of utilization were categorized as teacher directed and undirected. The study also attempted to determine the skills that graphic presentations purport to develop.

Among the researcher's main findings and conclusions were: (1) elementary social studies textbooks do not introduce certain types of graphs as early as the elementary mathematics textbooks; (2) other than the fact that most of the intermediate social studies books are teacher-directed, no distinctive trend was discerned in the types of utilization of graphs in the social studies textbooks; (3) the foremost skill that can be developed through the use of graphs, inferred according to incidence of suggestion, is to compare two or more values read from the graphs; and (4) while adjudged according to the frequency of occurrence, the leading skill that may be developed through the use of graphic presentation is understanding the steps in the development indicated. 163 pp.

ORDER NO. 69-21,701

94. Karns, Edward Anoel, Ph.D.
Kent State University, 1966

TEACHER AND PUPIL ATTITUDES TOWARD TEXTBOOKS AND INSTRUCTIONAL TELEVISION AS AUTHORITATIVE SOURCES OF INFORMATION IN SIXTH GRADE SOCIAL STUDIES

Elementary Grades
Grade 6
Teaching Techniques
Televised Instruction
Textbook Research

The purpose of the study was to determine the attitude of teachers and pupils on which is a more authoritative source for facts and concepts, presented via instructional television or the adopted social studies text.

Forty-four sixth grade classes, with a total enrollment of 1,022 students in Cleveland, Ohio participated in the study. Telelessons were used to enrich the learning from adopted texts. Lessons chosen were those in which texts and telelessons were in conflict.

Among the findings of the study were: (1) teachers seemed to give low preference to textbooks as authority sources; and (2) pupils selected television statements as being more authoritative when compared with text materials. 201 pp.

ORDER NO. 67-9422

95. Kelly, John William, Ph.D.
Fordham University, 1967

AN ANALYSIS AND EVALUATION OF A COORDINATED MASTER-TEACHER PROGRAM IN SOCIAL STUDIES AND IN SCIENCE AT THE FIFTH GRADE-LEVEL

Academic Achievement
Elementary Grades
Grade 5
Grouping (Instructional Purposes)
Master Teachers
Self Contained Classrooms

The purpose of the experimental study was to determine whether the social studies achievement of fifth grade pupils can be significantly improved by the Coordinated Master-Teacher Program (which incorporates the self-contained class and split-class type organization).

Among the conclusions of the study were: (1) pupils in the Coordinated Master-Teacher Program achieved as well as or better in the social studies and in science as children in self-contained classrooms; (2) the achievement of high mental ability and low mental ability pupils was not affected by the experimental program; (3) boys benefited more in the experimental program than girls; (4) most pupils were very enthusiastic about the experimental program; and (5) social studies and science achievement scores were not affected by pupil preference for social studies and science in the experimental program. 153 pp.

ORDER NO. 68-3718

96. Kranyik, Robert Donald, Ph.D.
University of Connecticut, 1965

A COMPARISON OF THE IMAGES OF MEXICO PORTRAYED IN ELEMENTARY SOCIAL STUDIES TEXTBOOKS AND POSSESSED BY CONNECTICUT AND MEXICAN TEACHERS

Cross Cultural Studies
Cultural Images
Elementary Grades
Textbook Content
Textbook Research

The researcher's concern for improving the intercultural understanding between the peoples of the United States and Mexico, led him to undertake this dissertation. Specifically, the researcher aimed at determining whether significant differences existed in the image of Mexico between: (1) the Connecticut teacher image and the textbook image; (2) the Mexican teacher image and the textbook image, and (3) the Connecticut teacher image and the Mexican teacher image.

The data for the study were obtained through an open-ended questionnaire mailed to randomly sampled fifth and sixth grade social studies teachers. A total of 84 Connecticut teachers and 78 Mexican teachers responded to the questionnaire. Eight fifth and sixth grade widely used social studies textbooks were used in the study. A content analysis was conducted on responses to the questionnaire and the textbook content.

Among the conclusions of the study were: (1) Connecticut teachers' image of Mexico differed significantly from the textbook image in 14 of the 16 culture aspects of the study; (2) Mexican teachers' image differed significantly from the textbook image in 12 of the culture aspects; and (3) Connecticut and Mexican teachers' images differed from each other in 9 of the 16 aspects of the study.

The study seems to point to the need for re-examining similar intercultural content, if intercultural understanding among nations is to be promoted. 165 pp.

ORDER NO. 66-864

97. Lea, Hope Marilyn Halenbeck, Ph.D.
University of Mennesota, 1964

A STUDY OF SOME CHARACTERISTICS OF THE VARIABILITY OF TEACHER ACTIVITIES IN SOCIAL STUDIES AND PUPIL RESPONSE AND ACHIEVEMENT

Academic Achievement
Elementary Grades
Instructional Materials
Mass Media
Teaching Techniques

The study compared the effects of diversification of methods and materials on social studies instructions at the intermediate grade level. Teachers and students in one school system were included in the study. Checklist type questionnaires, attitude inventory, basic skill test and interview were used in the study. On the basis of the checklists, methods and materials used were recorded. Those who scored on the highest quartile and those who scored on the lowest quartile were referred to as Groups B and A, respectively. The interview centered around the teachers background.

Among the findings of the study were: (1) both Group A and B teachers used more reading materials than other forms of instructional materials to teach the social studies; (2) the two groups of teachers differed only in the amount of materials not on the type; and (3) most of the teachers in both groups made little use of current materials in magazines, newspapers, radio, or television in teaching the social studies.

Other findings of the study were: (1) there was a little difference in the background of teachers in both groups; (2) Group B students performed significantly better than students in Group A in the Iowa Tests of Basic Skills; and (3) there was a significantly greater number of pupils in Group B reporting positive attitude toward social studies than pupils in Group A. 170 pp.

ORDER NO. 64-9494

98. Lidberg, Richard George, Ph.D.
University of Iowa, 1965

READING COMPREHENSION DIFFICULTIES IN FOURTH, FIFTH, AND SIXTH GRADE SOCIAL STUDIES TEXTBOOKS

Concept Formation
Elementary Grades
Textbook Research

The purposes of this study were to determine: (1) the relationship of comprehension test performance to performance on cloze tests; (2) the relationship of comprehension and cloze tests performance to achievement test results; (3) erroneous concepts arising from lack of comprehension of the reading material; and (4) the familiarity of uncommon words.

The data of the study were obtained from eighteen reading selections from nine textbooks in the fourth, fifth, and sixth grades. Reading difficulty was measured by the Dale-Chall Formula for Predicting Readability, and three forms of multiple choice comprehension tests and cloze tests were devised. Three hundred and seventeen students were given the comprehension tests, forty randomly-chosen students for the cloze tests, and seventy students were interviewed about the reading material to determine concepts and word understanding.

Among the conclusions of the study were: (1) that the vocabulary load within texts was generally heavy; (2) a relationship existed between the total performance on comprehension tests and grade equivalent results on the Iowa tests of Basic Skills; (3) cloze tests had greater reliability and higher correlations with the Iowa tests of Basic Skills than did the comprehension tests; (4) compound words not included in the Dale lists were understood by the children; and (5) children tended to use their personal experineces in developing concepts and inferences about social studies material. 1126 pp.

ORDER NO. 66-3456

99. Melis, Lloyd Herry, Ph.D.
Northwestern University, 1964

THE NATURE AND EXTENT OF READING INSTRUCTION IN SCIENCE AND SOCIAL STUDIES IN THE INTERMEDIATE GRADES OF SELECTED SCHOOL DISTRICTS

Elementary Grades
Reading Instruction
Sciences
Teacher Qualifications
Teaching Methods

The four purposes of the study were to determine: (1) the reading approaches employed by social studies and science teachers; (2) the instructional materials used in these areas; (3) the relationship between years of teaching experience and the approach used to teach the content fields; and (4) the relationship between academic preparation of teachers and the materials and methods used.

The data from the study were obtained through a questionnaire administered to 175 teachers in the school district of Niles Township, Cook County, Illinois.

Among the conclusions of the study were: (1) "good" reading practices were more frequent at successively higher grade levels; (2) "good" reading practices were more common in social studies than in science; (3) years of experience and advanced training and preparation were not significant factors determining the methods employed by teachers; (4) teachers followed the suggestions of reading experts in using available materials.

The study points to the need for a study to compare the comparative effectiveness of various approaches to reading instruction in the content fields. 162 pp.

ORDER NO. 64-12,320

100. Mingle, Benjamin Robert, Ed.D.
University of Miami, 1964

AN APPRAISAL OF READING MATERIALS APPROPRIATE FOR USE IN THE THIRD-GRADE SOCIAL STUDIES PROGRAM IN THE SCHOOLS OF DADE COUNTY, FLORIDA

Community Study
Elementary Grades
Grade 3
Instructional Materials

The purposes of the study were to: (1) validate the objective of the third grade social studies program re-understanding local community; (2) to survey and appraise the available reading materials used by children to attain the objectives; and (3) to classify these materials with respect to quality and purpose.

A jury of selected third grade teachers appraised and validated the objectives, using an evaluative criteria, and appraised the reading materials by means of a rating sheet. Reading materials appraised were obtained from card catalogues of libraries, bibliographies, bibliographies, and questionnaire returns from 212 third grade teachers.

Among the main findings of the study were: (1) the objectives relative to the understanding of community were rated as significant, appropriate, and comprehensive, though not sufficiently specific in their reference to curriculum activities and materials; (2) of the 84 books included in the study, only 18 were rated "fair" and that no book was rated better than fair; and (3) one-third of the 84 books were considered appropriate for the third grade level of difficulty, two-thirds were rated appropriate in their level of interest to the children, and none of the books were rated as directly related to the objectives regarding the local community. 312 pp.

ORDER NO. 64-8839

101. Osterlund, Elizabeth Charlene, Ed.D.
Wayne State University, 1962

CREATIVE EXPLORATION AS A CONTRIBUTORY FACTOR IN CHILDREN'S EXPERIENCES IN THE SOCIAL STUDIES

Biographies
Concept Teaching
Creative Activities
Creativity Research
Critical Thinking
Elementary Grades
Learning Activities
Problem Solving

The purposes of the study were: (1) to create a historical narrative in the form of biography, which will contribute to the social studies experiences of children, and (2) to describe the processes involved in creative research. Primary and secondary sources were utilized by the researcher in this study.

Among the researcher's findings in the survey of related literature were: (1) middle grade children rate social studies as the least liked subject in school; (2) children revealed research minded tendencies; (3) social studies concepts and generalizations could be developed through problem-solving experiences, wide use of realia and a variety of printed materials; (4) textbooks are limiting and restricting; (5) biography makes direct contributions to social studies experiences of children; and (6) the study of local history could provide students to experience the historical method, and develop critical thinking. 314 pp.

ORDER NO. 63-2220

102. Ryan, Frank L., Ed.D.
University of California, Berkeley, 1966

FOUR METHODS OF USING PROGRAMMED MATERIALS IN SOCIAL STUDIES INSTRUCTION

Elementary Grades
Grade 4
Programed Instruction
Programed Materials

The researcher tried to determine if there existed significant differences in the achievement of 164 fourth grade pupils on a programed unit about Japan, utilized in four different ways. The four utilizations of the programs were: (1) Program - Reading, in which students are introduced to content through a program, then read from a textbook covering the same content; (2) Reading - Program, where students used the textbook for reading for content introduction and the program for a follow-up; (3) Program - Activity, where pupils studied the program and followed with related activities; and (4) Program, where students concentrate on the program without supplement.

Among the findings of the study were: (1) that the supplemented groups scored significantly higher than the Program group on both the total retention-tests and the total of post-test measures; (2) the Reading Program group out-performed the Program-Reading group on the total of post-tests measures; and (3) the Program-Activity group scored significantly higher than the Program-Reading group on the total retention-tests measure. The researcher concluded that the supplementing of programs with other media increased criterion performances. 194 pp.

ORDER NO. 66-15,318

103. Saunders, Margaret Catherine, Ed.D.
University of Nebraska, 1968

CONTEMPORARY PRACTICES IN ELEMENTARY SCHOOL SOCIAL STUDIES PROGRAMS IN NEBRASKA SCHOOLS EMPLOYING CURRICULUM DIRECTORS OR SUPERVISORS

Department Directors (School)
Elementary Grades
Teacher Qualifications
Teaching Methods

Through questionnaires and interviews, the author attempted to determine the contemporary practices in Nebraska elementary school social studies programs, in school districts employing full time curriculum directors or supervisors; and to determine the extent to which such practices parallel those recommended by leading social studies educators.

Among the findings were: (1) less than 50 per cent of the social studies teachers had completed a methods course in the social studies, and that only about one-fourth had attended an in-service program since that time; (2) 50 per cent of the social studies teachers defined social studies and gave the purposes of social studies as stated by authorities; (3) 50 per cent of the teachers used a basic textbook; (4) most teachers used the school district prepared course of study rather than those prepared by the state; (5) intermediate grade teachers were using much more varied instructional materials than primary teachers; and (6) the teachers were employing only a limited number of evaluation techniques. 163 pp.

ORDER NO. 69-9641

104. Schilson, Donald Lee, Ph.D.
State University of Iowa, 1962

PROBLEMS OF BEGINNING TEACHERS IN TEACHING ELEMENTARY SOCIAL STUDIES

Beginning Teachers
Elementary Grades
Teaching Methods

The purpose of the research was to identify and classify "work-type" problems of beginning teachers in grades one through six in teaching social studies, including problems related to: using textbooks, curriculum guides, and audio-visual materials; class size; student interest and participation; staff relations; evaluation and grading; and community relations

A questionnaire was administered to both beginning elementary teachers and their supervisors regarding problems being encountered by the beginning teachers. Both groups were asked to rate given problems on a five-point scale of seriousness from very serious to no problem.

Among the principle findings: (1) beginning teachers and their supervisors (for grades five and six) agreed that the beginning teachers had a serious problem working with small groups and meeting individual differences; (2) teachers found reading materials to be too easy or insufficient; (3) teachers thought the shortage of audio-visual materials to be serious; (4) teachers found class size (presumably large) to be a serious problem; (5) supervisors found no serious problems, except at the fifth and sixth grade levels, where they believed teachers' difficulties in working with small groups and their reluctance to use supplementary materials to be serious problems.

ORDER NO. 62-4990

105. Schreiber, Joan Emelia, Ph.D.
University of Iowa, 1967

TEACHER'S QUESTION-ASKING TECHNIQUES IN SOCIAL STUDIES

Elementary Grades
Grade 5
Questioning Techniques
Teaching Techniques

The purpose of the study was: (1) to determine the most prevalent types of questions used by elementary school teachers in Illinois and Iowa; (2) to determine whether the type of question varied from introductory to development to review types of lessons; and (3) to determine whether instruction in question-asking would change teacher techniques of asking questions.

Social studies lessons of 14 fifth grade teachers in the two states were audio-taped both before and after their instruction in asking questions on the 3 types of lessons (introductory, development, review). Five judges then independently classified the teachers' question-asking behavior as to types of questions (those requiring memory, ordering, definition, judgment based on personal experience, evaluation, speculation). The instruction in question-asking consisted of four one hour meetings and included consideration of purposes, types, and functions of questions in teaching plus actual construction of sets of questions which could be used for selected social studies materials.

Among the principle findings were: (1) the most prevalent type of question asked before the instruction period called for factual recall followed by those calling for judgment based upon personal experience and those calling for speculation; (2) among the types of questions used very infrequently before the instruction were those calling for ordering, defining, and evaluating information and drawing conclusions; (3) more questions were asked after the instruction period; and (4) instruction

decreased the number of questions calling for factual recall and increased the number calling for ordering, defining, and evaluating information and drawing conclusions. 229 pp.

ORDER NO. 67-9099

106. Slan, Arnold Alton, Ed.D.
Indiana University, 1966

A COMPARISON OF TWO TECHNIQUES FOR THE TEACHING OF CURRENT AFFAIRS AT THE INTERMEDIATE GRADES

Current Events
Elementary Grades
International Education
Mass Media
Teaching Techniques
World Affairs

The purpose of the study was to evaluate two techniques employed for the handling of current affairs in the elementary schools. The two techniques were: (1) the use of regular daily newspapers; and (2) the use of commercial classroom newspapers. The specific problem of the study was to determine the appropriateness of either or both of the techniques at each of the grade levels studied.

Six classes of children, two each from grades four, five, and six were organized into an experimental and a conventional group, one class at each grade level.

Among the important findings of the study were: (1) there was no significant difference between the experimental and conventional groups in the results of the test designed to measure knowledge of national and international organizations, world leaders, and political geography; (2) the test for knowledge and understanding of current affairs and their background showed there was no significant difference between the experimental and conventional groups for grades four and five, but a significant difference existed in the sixth grade; (3) regarding the test for the ability to read and understand adult newspapers, there was a significant difference in the fourth grade, but not in the fifth and sixth grade.

On the basis of the findings of the study, the researcher concluded: (1) a formalized study of current events (commercially

written materials) had limited value in grade four, but appeared appropriate for fifth and sixth grades; (2) the experimental technique showed a definite advantage at the sixth grade level for learning about political geography, world leaders, and national and international organizations; and (3) neither technique appeared to provide any definite advantage in acquiring the ability to read and understand adult newspapers. 83 pp.

ORDER NO. 66-12,685

107. Son Inn, Agnes Mai, Ed.D.
University of California, Berkeley, 1966

TEACHERS' PROBLEMS WITH SOCIAL STUDIES GOALS

Concept Teaching
Educational Objectives
Elementary Grades
Fundamental Concepts
Teacher Interns

The study explored ways of helping intern teachers to translate long-range social studies goals into specific objectives which can be used to plan instruction. Sixty female intern teachers who taught in grades one through six in seven elementary schools in Oahu, Hawaii were the subjects of the study. The semester was divided into three periods: beginning, middle, and concluding. Instructions were devoted to analyzing and using conceptual objectives. Three sets of weekly lesson plans and logs of difficulties were collected from each period.

The result showed that teachers do experience difficulty in analyzing and using conceptual objectives, and that such difficulty was not entirely overcome through the experiences provided in this study.

The researcher concluded that: (1) the difficulties encountered by the intern teachers in using conceptual objectives were linked to the task of providing learning experiences; (2) the most useful technique for solving teachers' difficulties was the involvement of teachers in planning experiences aimed at achieving the stated objectives; (3) teachers did not think consciously in terms of concepts and generalizations, hence, unless provided guided experiences in using objectives they could not translate objectives in usable terms; and (4) teachers with higher achievement levels experienced less difficulty in translating long-range social studies goals into specific objectives. 244 pp.

ORDER NO. 66-15,305

108. Taylor, Carlos Rose, Ed.D.
Florida State University, 1963

GAIN IN SOCIAL STUDIES LEARNING AND ITS RELATIONSHIP TO SELECTED PERSONAL-EDUCATIONAL QUALITIES OF FIFTH GRADE STUDENTS INSTRUCTED BY TELE-LESSONS

Academic Achievement
Elementary Grades
Grade 5
Teaching Techniques
Telecourses
Televised Instruction

The two purposes of the study were: (1) to determine whether fifth grade children who made the greatest gain when taught social studies by television exhibited certain educational and personal qualities in common, in contrast to those who made moderate and least gain; and (2) to determine the attitude of fifth grade pupils to social studies by those taught through tele-lessons, compared to those instructed the conventional way.

In connection with the first purpose, 94 fifth graders were instructed by tele-lessons. Twenty-seven per cent were adjudged to have the greatest gain, 27 per cent with the least gain, and 46 per cent, medium gain. In regards to the second purpose, 107 fifth grade students who had social studies instruction by tele-lessons were compared to 78 students taught conventionally.

The researcher found: (1) neither reading achievement, chronological age, socioeconomic status, intelligence, visual discrimination, hearing acuity, sex, nor personality adjustment have any significant relationship to the amount of progress made in social studies taught on a fifth grade level by tele-lessons; and (2) there were no significant differences in attitude toward social studies between those instructed by television and those instructed by conventional classroom procedures. 76 pp.

ORDER NO. 64-3619

109. Thomas, Eric Hubert G., Ed.D.
Stanford University, 1965

THE CONTRIBUTION OF SELECTED TEACHING MATERIALS TOWARDS THE UNDERSTANDING OF GEOGRAPHIC CONCEPTS AND GENERALIZATIONS

Concept Formation
Concept Teaching
Elementary Grades
Geographic Concepts
Geography
Grade 4
Instructional Materials
Map Skills

The purposes of the study were: to determine the relative effectiveness of three techniques (use of pictures, pictures plus maps, pictures plus maps plus completion of outline maps) for teaching geographic concepts to fourth grade students; and (2) to identify levels of comprehension in the fourth grade on selected geographic concepts.

The treatment group consisted of 73 fourth grade students at an elementary school in a middle class neighborhood. The group was randomly divided into three groups and taught by the researcher by the three techniques, respectively. The researcher constructed a multiple choice test for the four concepts he intended to teach.

Among the principle findings: (1) the researcher's hypotheses that maps would increase conceptual knowledge more than pictures along and that the three techniques together would increase conceptual knowledge more than pictures plus maps were not supported, except for the more intelligent students and (2) students comprehended concepts which were close to their immediate experiences, in which the "human element" was dominant, and in which the degree of novelty was sufficient to stimulate curiosity without being too remote from the students direct experience. The researcher speculated that his hypotheses were not fulfilled partly because of, among other factors, lack of sensitivity of the multiple choice test to distinguish between the approach with

maps and the one without them; the small sample; the limited teaching period (three weeks); and students' unanticipated lack of ability to understand maps and elementary geographic concepts. 186 pp.

ORDER NO. 66-2522

110. Thompson, William Adam, Ed.D.
University of Missouri, Columbia, 1966

THE DEVELOPMENT OF SUPPLEMENTARY ECONOMIC CURRICULUM CONTENT MATERIALS AND EVALUATION OF THEIR USE WITH FIFTH GRADE STUDENTS

Concept Teaching
Critical Thinking
Economic Education
Economics
Elementary Grades
Fundamental Concepts
Grade 5
Instructional Materials
Problem Solving

The researcher developed supplementary economic curriculum content materials, using economic concepts and generalizations, and then used the materials to increase the pupils level of economic literacy. Specifically, the study tried to determine the relative effectiveness of three experimental forms, namely: (1) teachers' use of question and answers keyed to economic concepts and generalizations with emphasis on economic understandings, values, and skills of reasoning and problem solving; (2) the use of the same economic concepts and generalizations but without keyed questions and answers; (3) teachers instructed intentionally emphasizing economics where ever found in the social studies curriculum without supplementary materials; and (4) a control group using only the basic curriculum without special instruction. Appropriate tests were used and the results were statistically analyzed.

On the basis of the findings, the basic conclusion of the researcher was that more highly structured economic content materials were unnecessary in the attainment of economic understanding objectives.

A significance of the study is that it showed that supplementary economic curriculum content materials ought to be prepared in full consideration of the teachers abilities to innovate

flexibly within the framework of present social studies curriculum. The researcher so concluded because possibly highly structured content materials may restrict teachers unnecessarily and thereby reduce their effectiveness. 245 pp.

ORDER NO. 67-2917

111. Zinsmaster, Wanna Madyline, Ed.D.
Columbia University, 1962

EXPLORING THE CONTRIBUTION OF THE ART OF CREATIVE DRAMATICS IN THE SOCIAL STUDIES IN THE THIRD GRADE

Creative Dramatics
Elementary Grades
Grade 3

The dissertation described the use of dramatics in the social studies program with one group of third grade children in a suburban setting. The data of the study were obtained from written notes and tape recordings of creative-dramatic sessions.

Among the findings of the study relative to knowing social studies content through creative-dramatics were: (1) the children appeared to share in the experiences of the people in the social studies events; (2) materials that pupils comprehended were used to re-create and dramatize social studies events; (3) the children were able to develop some awareness of certain feelings and reasoning involved in man's decision-making; and (4) the relationship of the forces and feelings in re-created events and those forces and feelings experienced by the children were evident. 588 pp.

ORDER NO. 63-2303

INSTRUCTION: Secondary

112. Alexander, Frank Edwin, Ph.D.
East Texas State University, 1968

AN EDUCATIONAL INNOVATION: INDEPENDENT STUDY IN EIGHTh-GRADE SOCIAL STUDIES

Academic Achievement
Grade 8
Independent Study
Junior High Schools
Secondary Grades
Study Skills

This experimental study was designed to determine whether independent study increases achievement among social studies students, and to determine what change an independent study program makes on students' attitudes, habits, and knowledge of study techniques.

The researcher found that an independent study program neither enables students to achieve more in social studies, nor do students acquire change in attitudes, habits, and knowledge of study techniques. 160 pp.

ORDER NO. 68-9589

113. Aziz, Roshan Ara, Ph.D.
University of Washington, 1964

AN ANALYSIS OF THE PREVAILING CONCEPTS OF SOCIAL STUDIES INSTRUCTIONAL METHODOLOGY IN SECONDARY EDUCATION IN THE UNITED STATES OF AMERICA DURING THE PERIODS 1929-1945 AND 1946-1962, WITH REFERENCE TO CURRENT CONCEPTS OF SOCIAL STUDIES INSTRUCTIONAL METHODOLOGY IN PAKISTAN

Comparative Education
Educational History
Educational Philosophy
Secondary Grades
Teaching Methods

The purposes of the study were: (1) to identify the concepts of selected educators from 1929-1945 and from 1946-1962 relevant to the aims of method, and relationship of method to pupil, teacher, subject matter, and technical aids; (2) to determine how these concepts had affected social studies teachers during those periods; and (3) to appraise the present social studies instructional methodology in Pakistan.

Concepts were identified from the books and articles of selected educators. Then the researcher tried to learn the impact of such concepts on social studies instructional methodology as contained in the Yearbooks of the National Council for the Social Studies and the Council's monthly journal, Social Education.

The researcher found that during the period 1929-1945, John Dewey, William Kilpatrick, Harold Rugg, Boyd Bode, William Burton, and Carleton Washburne influenced the literature contributed by social studies teachers with reference to methodology. During the period 1946-1962, the writings of Arthur Bestor, Charles Judd, Isaac Kandel, Robert Ulich, Harry Broudy, James Conant, and Paul Woodring had influenced the literature contributed by social studies teachers with reference to methodology. However, the influence of educators in 1946-1962 was considerably less than the influence of educators during the period, 1929-1945.

In pakistan, the researcher found that up to 1950 the influence

upon instructional methodology was mainly from Europe. While the American ideas on instructional methodology was acceptable to Pakistan, it was not possible to incorporate them because the aim of Pakistan social studies was incompatible with those ideas. 236 pp.

ORDER NO. 64-8768

114. Benedict, Paul Lincoln, Ed.D.
Columbia University, 1965

A TEACHERS' GUIDE FOR A FIELD TRIP TO COLONIAL WILLIAMSBURG FOR USE IN THE SECONDARY SCHOOL SOCIAL STUDIES PROGRAM

Field Trips
Secondary Grades
Teaching Guides
United States History

The researcher developed a guidebook for teachers planning field trips to colonial Williamsburg as an integrated part of their secondary school social studies curriculum. The researcher's contention was that field trips to historic sites, such as colonial Williamsburg, would provide historical insights for students.

The study included development of a specific guide to a field trip to colonial Williamsburg, as well as suggested guidelines for field trips in general. 295 pp.

ORDER NO. 65-14,960

115. Berry, Gerald Lloyd, Ed.D.
University of Colorado, 1963

A HANDBOOK FOR TEACHERS OF SOCIAL STUDIES IN THE SECONDARY SCHOOLS OF ALBERTA

Audiovisual Instruction
Controversial Issues
Curriculum Evaluation
Curriculum Guides
Programed Instruction
Secondary Grades
Teacher Qualifications
Teaching Guides
Team Teaching
Unit Plan

The author prepared a social studies handbook for the use of teachers in Alberta, Canada. The study was premised on the assumption that certain factors in Alberta differ radically form other places, such as: (1) fixed curriculum required for all students; (2) minimal academic and professional qualifications of teachers; and (3) textbooks authorized by a central authority.

In the handbook, the subject matter unit method was delineated and recommended. A variety of teaching techniques was discussed. The advantages and disadvantages of each method were presented.

Likewise, special aspects of teaching in the secondary school with reference to social studies were discussed, such as classroom control, homework, the use of audio-visual materials, the formulation of questions, the use of programmed materials and the use of team teaching. Furthermore, the teaching of contemporary affairs and controversial issues were discussed. 365 pp.

ORDER NO. 64-4346

116. Brubaker, Dale Lee, Ph.D.
Michigan State University, 1965

A COMPARATIVE CULTURES APPROACH TO THE TEACHING OF VOCATIONAL AND CITIZENSHIP EDUCATION IN SECONDARY SCHOOLS

Citizenship
Civics
Cross Cultural Studies
Human Relations
Public Affairs Education
Secondary Grades
Self Concept
Social Sciences
Vocational Education

The purpose of the study was to evaluate the relative effectiveness of two approaches to the teaching of vocational and citizenship education. Four ninth-grade classes (two experimental and two control) were utilized in the study. The control group used traditional procedures (citizenship education, study of three levels of government--local, state, and federal, vocational education, study of particular occupations), while the experimental group used the comparative cultures approach consisting of a study of basic social science concepts. It was hypothesized that experimental group students would be less discriminatory towards minority groups, more tolerant of nonconformists, more liberal, less absolutist, less ethnocentric, less susceptible to stereotypes, and less apathetic. It was further hypothesized that students in the experimental group would gain in self-concept, critical thinking, occupational aspiration and information. Appropriate attitude and information tests were used.

The two hypotheses were not substantiated. There was therefore no objective evidence that the experimental approach was more effective than the traditional approach or vice-versa. 202 pp.

ORDER NO. 66-363

117. Burrier, Grayson Sylvester, Ed.D.
University of Maryland, 1963

TEAM TEACHING IN THE SOCIAL STUDIES AT THE SECONDARY SCHOOL LEVEL IN THE STATE OF MARYLAND

Secondary Grades
Team Teaching

In this study, the researcher investigated team teaching projects in secondary social studies in the state of Maryland. The data for the study were obtained through visits and observations of schools where there were team teaching projects. In five schools, questionnaires were personally administered by the researcher to students and teachers in order to obtain reactions to team teaching as a method of instruction.

On the basis of the findings of the study, the researcher concluded that: (1) team teaching enables full utilization of the competencies of teachers; (2) staff members need both pre-service and in-service training about team teaching; (3) critical and creative thinking receive no more emphasis in team teaching than conventional programs; (4) team teaching is encouraging some curriculum revisions and modernizations; and (5) community resources, audio-visual aids, etc. are encriching the educational programs. 308 pp.

ORDER NO. 63-5654

118. Cottrell, Victor Allen, Ed.D.
University of Nebraska Teachers College, 1967

TEAM TEACHING IN THE SENIOR HIGH SCHOOL SOCIAL STUDIES OF SELECTED SCHOOLS IN THE AREA SERVED BY THE NORTH CENTRAL ASSOCIATION

Secondary Grades
Teaching Models
Team Teaching

The study examined team teaching in the social studies in senior high schools in the area served by the North Central Association. The intent was to find out why team teaching was developed, how effective teams are, and if they conform to the theoretical model of team teaching as established in the literature.

Among the findings of the study were: (1) team teaching was developed to: use the skills and and abilities of teachers more effectively, take advantage of willingness and favorable attitude on the part of the teachers for change, improve the quality of instruction, and provide more teacher participation time; (2) teaching teams in the social studies consisted of experienced teachers with non-professional assistance; (3) the most frequent arrangement was to assign students to two large groups, two small groups, and one independent study period each week; (4) learning aids were plentiful; and (5) teachers' attitudes were extremely positive toward team teaching.

One of the conclusions of the study was that more emphasis had been placed on administrative and teacher benefits than upon student benefits. 178 pp.

ORDER NO. 68-3779

119. Curo, Dwight, M., Ph.D.
Purdue University, 1963

AN INVESTIGATION OF THE INFLUENCE OF DAILY PRE-CLASS TESTING OF ACHIEVEMENT IN HIGH SCHOOL AMERICAN HISTORY CLASSES

Academic Achievement
American History
History
Secondary Grades
Student Testing
Teaching Techniques

The purpose of the study was to determine the effects of daily pre-class testing upon knowledge levels in high school American history.

The treatment group included ten classes (250 students) in the 11th grade at three central Indiana high schools. Five classes received the experimental treatment, 5-10 minutes of daily testing of factual knowledge for six weeks, while five classes were retained as a control group. A pre-experiment examination was given to identify knowledge levels and to group the ten classes homogeneously as to knowledge. At the end of the six week period the ten classes were given the pre-project examination again along with a test to measure cognitive and retention abilities. The researcher did an analysis of variance and an analysis of the correlation between exams and Otis type I.Q.'s.

The conclusion of the study was that there were no significant differences in knowledge levels between the experimental and control groups. 188 pp.

ORDER NO. 64-4574

120. Edgerton, Stephenie Grover, P .D.
University of llinois, 1965

THE JUSTIFICATION OF "SOCIAL STUDIES" IN THE SECONDARY SCHOOL

Inductive Methods
Secondary Grades

The dissertation leaned heavily on Karl R. Popper's interpretation of the "logic of the situation" in the analysis of the secondary social studies curriculum. Following Popper's logic, the author argued that the inductive verificational approach to knowledge and its accumulation is based on a faulty logic. It is argued that social studies therefore frequently teach students a void intellectual authority, validated by the teacher's social authority. Further it is claimed that the teacher's reliance on false claim to authority is not only undemocratic, but psychologically damaging to students. 338 pp.

ORDER NO. 66-4170

121. Fortune, Jimmie Carleton, Ed.D.
Stanford University, 1965

INSTRUCTIONAL SET, COGNITIVE CLOSURE, AND TEXT ANXIETY IN THE PRESENTATION OF SOCIAL STUDIES CONTENT

Cognitive Processes
Learning Processes
Lecture
Programed Instruction
Secondary Grades
Student Testing

The purposes of this study were: (1) to determine the interrelationships of perceived instructional set, perceived cognitive closure, test anxiety, and to compare two forms of lesson presentation--lecture and programed instruction; and (2) to ascertain the effects of the three variables (perceived instructional set, perceived cognitive closure and test anxiety) on the learning process as measured by student performance.

The subjects for the experiment were the high school students of social studies intern teachers in the Stanford Teacher Education program. Content with strong instructional set and cognitive closure was presented to one group using lecture and to another group using programed instruction. After the presentation, students completed an instructional set form, a cognitive closure form, and test-anxiety questionnaire, and a test of content.

Among the findings of the study were: (1) regarding programed instruction, significant positive correlations were found between perceived set and perceived closure scores, closure and test performance and negative correlation between test anxiety and test performance; and (2) regarding lecture, significant positive correlation between perceived set and perceived closure scores and between instructional set and test performance. Regarding the second purpose of the study, the mode of presentation did not provide a statistically significant effect.

The researcher concluded that although it appeared that

programed learning and lecture were as effective, one must not overlook the fact that the results indicated that both closure and test anxiety were related to learning in programed instruction and that set and closure were both important to the learning process in the lecture situation. 85 pp.

ORDER NO. 66-2513

122. Holman, Dorothy Jane Riggs, Ed.D.
University of Kansas, 1966

A STUDY AND ANALYSIS OF THE CASE METHOD APPROACH TO TEACHING GOVERNMENT IN THE HIGH SCHOOLS

American Government (Course)
Case Studies
Law Instruction
Secondary Grades
Teaching Techniques

The purpose of the study was to explore the case study approach for high school government courses in order to gain an historical perspective on its development and applications within and beyond education and in order to select and develop court cases suitable for use and for testing and develop materials based on them.

The researcher studied the historical development of the case method approach, including a survey of the literature in education about the case study method and a survey of testbook and other materials developed for high school government courses.

Among the principle findings of the research were: (1) the case method originated in the Harvard Law School in 1871; (2) it has been used in business, sociology, psychology, the social sciences, medicine, human relations, and education; (3) it has been the subject of "successful" experimentation in several pilot projects of various types; (4) there has been a shift from a structural to a process emphasis in textbooks and in other materials developed for high school government classes; and (5) a research of the literature in education reveals the efficacy of the case method in teaching.

The researcher developed criteria for selecting, writing, and using case studies, and mentioned four Supreme Court case studies, each illustrating some basic concepts related to American government. 224 pp.

ORDER NO. 66-13,035

123. Hughes, Roland G., Ed.D
University of Pennsylvania, 1968

THE REACTIONS OF NINTH GRADE STUDENTS OF DIFFERENT ABILITY LEVELS TO SOCIAL STUDIES INSTRUCTION IN MULTI-SIZE GROUPS

Ability Grouping
Class Size
Grouping (Instructional Purposes)
Independent Study
Junior High Schools
Secondary Grades

This study investigated students' reactions to instruction in multi-size groups using a forty-eight-item opinionaire. The study involved 88 ninth grade students with 22 in each of four ability groups. The multi-size groupings consisted of large group classes, regular size classes, small group seminars, and independent study.

Two sets of findings were reported. First, in the fall survey, significant differences among the ability levels in students' reactions toward large groups and regular classes were noted, but there was no significant difference in small group seminars and independent study. Second, in the spring survey, there were significant differences among the ability levels in students' reactions to independent study, but there were no significant differences in large groups, regular size classes, and small group seminars. The author concluded that the nature of the students' responses by ability levels regarding certain aspects of instruction in multi-size groupings were sufficiently positive, suggesting the need for continuation and modification of certain practices. 167 pp.

ORDER NO. 69-21,639

124. Jester, James F., Jr., Ed.D.
University of Kansas, 1966

A COMPARATIVE STUDY OF THE EFFECTS OF TEAM TEACHING AND DEPARTMENTALIZED TEACHING ON THE SCHOLASTIC ACHIEVEMENT OF EIGHTH GRADE STUDENTS IN SOCIAL STUDIES AND LANGUAGE ARTS

Academic Achievement
Grade 8
Junior High Schools
Language Arts
Secondary Grades
Team Teaching

The purpose of the study was to determine if team teaching resulted in significantly better pupil scholastic achievements than those pupils in departmentalized teaching.

On the basis of the findings, the researcher concluded that team teaching organization was significantly more effective than a departmental organization in producing achievement in the language arts, but not in the social studies. 110 pp.

ORDER NO. 67-10,812

125. Joekel, Ronald Gene, Ed.D.
University of Nebraska Teachers College, 1966

GROUPING PRACTICES AND PROCEDURES IN JUNIOR HIGH SCHOOL SOCIAL STUDIES

Ability Grouping
Grouping (Instructional Purposes)
Individualized Instruction
Junior High Schools
Secondary Grades
Teaching Methods

The researcher examined the nature of current grouping practices in junior high school social studies classes and tried to determine if there are differences in the materials and instructional approaches used in grouped and non-grouped classes. Data was acquired by a review of the literature, a questionnaire administered to 484 junior high school administrators, a questionnaire administered to 280 randomly selected social studies teachers, and interviews with administrators and teachers.

Among the researcher's findings and conclusions were: (1) few social studies teachers differentiated in the materials and instructional approach for the various levels of ability; (2) though there were mixed feelings about grouping, 68 per cent of the schools employed grouping; (3) teacher recommendations, previous achievements, and results of standarized tests were often employed as guides for grouping, but student interest and motivation were often neglected; (4) there was little evaluation of grouping; (5) there was no significant difference in academic qualifications, years of experience, preparation in the social sciences for teachers of various ability levels; and (6) in both grouped and ungrouped classes, individualization of instruction depended largely upon the classroom teacher. 276 pp.

ORDER NO. 67-3433

126. Jones, William Ernest, Ed.D.
University of California, Berkeley, 1964

AN INVESTIGATION OF THE CASE METHOD OF INSTRUCTION IN SELECTED EIGHTH GRADE CIVIC CLASSES

Case Studies
Civics
Grade 8
Junior High Schools
Secondary Grades
Teaching Techniques

This was an exploratory study to identify problems in the use of the case method. Specifically, the researcher tried to determine: (1) how much students learn about the Bill of Rights using the case method; (2) how their attitudes toward principles in the Bill of Rights change; and (3) what were the strengths and weaknesses of the case method.

The Bill of Rights was taught to 437 eighth grade social studies students in two Berkeley junior high schools, using the case method. An elaborate system of assessment was used.

The following were among the major findings of the study: (1) students and teachers appeared to like the method, and they indicated having learned more from the instruction; (2) students indicated that with the use of the case method, the Bill of Rights took on practical significance; (3) teachers thought the method motivated slower and/or disinterested students; (4) brighter students preferred more complicated, lengthier cases; and (5) students appeared to have gained more knowledge and understanding of the Bill of Rights, and showed more positive attitude toward principles in the Bill of Rights when case method was used.

Among the problems identified were: (1) the need for a satisfactory instrument for measuring student's ability to analyze case studies; (2) the need for selected annotated bibliographies for teachers and students to accompany cases; and (3) the need for cases for students with differing abilities. 219 pp.

ORDER NO. 64-13,031

127. Kirby, Thelma Thompson, Ed.D.
Auburn University, 1964

A STUDY OF THE HANDLING OF CONTROVERSIAL ISSUES IN SOCIAL STUDIES CLASSES OF SELECTED HIGH SCHOOLS IN GEORGIA

Administrator Attitudes
Controversial Issues
Current Events
Public Affairs Education
Secondary Grades
Social Problems
Teacher Attitudes
Teaching Methods

The purpose of the study was to appraise the handling of controversial issues in selected high schools in Georgia. An interview guide was designed to obtain information regarding the following: (1) the attitudes of social studies teachers and administrators concerning the importance of controversial issues; (2) the sources from which controversial issues arose in the classroom; (3) the controversial issues that actually arose, and those that should and should not be included in high school social studies; (4) the role and responsibility of the teacher in the examination of controversial issues; (5) obstacles that teachers have encountered in dealing with controversial issues; and (6) general questions about degree status and professional experience.

One hundred and six social studies teachers and 20 high school principals were interviewed for purposes of the study.

Among the significant conclusions of the study were: (1) most social studies teachers and high school principals believe that schools are obligated to deal with controversial issues; (2) of the 31 controversial issues discussed, the most common were communism, race relations, nation, state, and local politics, and religion; (3) on the basis of responses of teachers, it would seem that the examination of controversial issues was considered a vital aspect of social studies curriculum in Georgia; (4) more adult problems rather than problems about adolescents were examined; (5) a variety

of related problems were encountered by principals and teachers, but they had not really obstructed the examination of controversial issues; and (6) more principals than social studies teachers believed the school had an obligation to deal with controversial issues. 171 pp.

ORDER NO. 64-7601

128. Long, Samuel Louser, Ph.D.
Indiana University

THE SOCIAL STUDIES TEACHER AS POLITICAL SOCIALIZATION AGENT, AN EMPIRICAL INVESTIGATION OF ROLE PERCEPTION AND ROLE PERFORMANCE

Controversial Issues
Political Socialization
Secondary Grades
Teacher Attitudes
Values Education

The researcher conducted an empirical investigation of social studies teachers' role perception and role performance, assuming that the teacher is given the responsibility for systematically and overtly acquainting the child with the political knowledge and values.

Among the findings were: (1) junior high school teachers, more than senior high school teachers, are conscious of regulations and laws determining conduct in the political socialization of students; (2) female social studies teachers are more independent in their teaching of social studies than are males, but the males are more expressive in class on controversial issues than females; (3) experienced social studies teachers tend to feel that they are in greater agreement with their peers on their perception of their roles as political socialization agents than do inexperienced social studies teachers, but the latter tend to feel that the political socialization role that the social studies teachers play is qualitatively different from that which parents play; (4) Negro social studies teachers seem more independent of outside direction than do white teachers in social studies; and (5) Negro social studies teachers perceive the church as more influential in the political socialization of students than do white social studies teachers. 272 pp.

ORDER NO. 69-7107

129. Matriano, Estela Castro, Ed.D.
Indiana University, 1968

A STUDY OF THE ELEMENTS OF INQUIRY AND THEIR APPLICATION TO SOME SELECTED ISSUES IN A COURSE IN PHILIPPINE PROBLEMS

Inquiry Training
Secondary Grades
Teaching Models

The purposes of the study were to identify elements of inquiry, use such elements to evolve model teaching units for a course in Philippine problems, and to draw implications for social studies teaching in Philippine high schools.

The researcher grouped authorities on inquiry into two camps, a main group and a supporting group. Included in the main group were Bruner, Dewey, Hunt, Metcalf, Massialas, Cox, Oliver, and Shaver; and those in the supporting group included Clements, Cousins, Elsmere, Fenton, Hullfish, Smith, and Starr. The researcher found that it was possible to categorize the phases of inquiry into: (1) recognizing and identifying the problem; (2) formulating the hypotheses; (3) teaching the hypotheses, and (4) drawing conclusions.

On the basis of the above elements the researcher evolved model teaching units on: (1) "The Election Practices in the Philippines (2) "The Filipino Family in Transition"; (3) "The Dropouts in Philippine Schools"; (4) "The Population Problems of the Philippines"; and (5) "The Philippines in Southeast Asia." 305 pp.

ORDER NO. 68-17,281

130. McArthur, John B., Ed.D.
Wayne State University, 1966

A COMPARATIVE STUDY OF STUDENT RETENTION OF LEARNING OF WORLD HISTORY TAUGHT BY TELEVISION

History
Junior High Schools
Learning Processes
Secondary Grades
Televised Instruction
World History

The purpose of the study was to determine the effects of television teaching of world history upon student retention of information after nearly four years time lapse.

Students were given alternative forms of the Cummings World History Test before taking world history in the ninth grade and then at the end of their senior years in high school. The experimental classes had world history instruction by television while the control group had world history instruction without the use of television. A questionnaire was administered to both groups to determine intervening interests such as television watching and college plans, and no significant differences were found between the experimental and control groups. The students taught by television did better but not significantly better on retaining the subject matter of world history than the group taught by conventional methods. 196 pp.

ORDER NO. 67-10,483

131. Moore, Jerry Ray, Ph.D.
State University of Iowa, 1964

AN EXPERIMENT IN PROGRAMMED INSTRUCTION: VOTING IN IOWA, NINTH GRADE CIVICS

Academic Achievement
Civics
Grade 9
Junior High Schools
Programed Instruction
Secondary Grades

The main purposes of the study were: (1) to compare programed and conventional instruction; and (2) to investigate the effects of programed instruction on learning at varied levels of reading social studies achievement.

Sixty ninth grade students in each of the five Iowa junior high schools were randomly chosen for this study. The 60 students from each school were divided into three levels of reading achievement. The subgroup of each level was randomly divided into control and experimental groups. The control group received conventional instruction, while the experimental group used the programed materials.

Among the findings of the study were: (1) that programed instruction was more efficient than conventional instruction; (2) students with the highest reading scores produced the greatest saving of instructional time by programed instruction; and (3) that students who completed programed materials most rapidly tended to score higher in the unit test. 302 pp.

ORDER NO. 65-490

132. Otting, Kenneth Andrew, Ph.D.
State University of Iowa, 1964

PROGRAMMED MATERIALS VERSUS THE TEXTBOOK: A COMPARISON OF EFFECTIVENESS, EFFICIENCY AND MOTIVATIONAL ASPECTS IN A TWELFTH GRADE AMERICAN GOVERNMENT COURSE

American Government (Course)
Grade 12
Programed Instruction
Programed Materials
Secondary Grades

The three hypotheses of the study were: (1) the groups using the programed materials will perform as well as or better than those using the textbook; (2) a marked saving of time will be registered by those groups using the programed material; and (3) continuous use of the programed materials in social studies classroom will lead to a marked reduction in the enthusiasm and achievement of students.

Twenty programed chapters were constructed for the study. Four schools were involved in the study, each providing two twelfth grade classes. One hundred and fourteen students used the programed materials, while 101 were given textbooks and instruction was carried on in a conventional manner.

The researcher found that: (1) in two schools those using programed materials performed significantly better, but in the two other schools, the students using textbook performed better, although the difference was not significant; (2) the programed material in this study was found to be more efficient than conventional instruction in total time; and (3) analysis of the unit tests showed that the effectiveness of programed instruction diminished as the end of the semester approached. 208 pp.

ORDER NO. 65-494

133. Prpich, Michael, Ph.D.
University of Utah, 1964

AN ANALYSIS OF THE TEACHING OF CURRENT EVENTS IN THE SOCIAL STUDIES CURRICULUM IN THE HIGH SCHOOLS OF SALT LAKE CITY, UTAH

Academic Achievement
Current Events
History
Secondary Grades
Teaching Methods

The researcher attempted to determine the prevailing practices of teachers with regard to current affairs instruction and to assess student knowledge of current affairs in four high schools in Salt Lake City, at the tenth grade level (world history) and the eleventh grade level (United States history). Questionnaires were submitted to 47 high school teachers and a current events achievement test (Kansas State Teachers College) administered to 1134 students in the four high schools.

Among the researcher's principle findings: (1) the most common practice was that of having 10-20 minutes per week for current events; (2) teachers were more concerned with increasing knowledge than with changing attitudes; (3) the student group as a whole was at the norm; (4) boys did better than girls; (5) there were positive correlations between achievement and number of methods the teacher used, I.Q., grades in history course, time spent in discussion outside of class, time spent with the daily newspaper and with news magazines, and the number of types of news the student normally reads; and (6) a large majority of students spent some time keeping themselves informed on current affairs. 224 pp.

ORDER NO. 64-10,535

134. Reynolds, Billy Gene, Ed.D.
University of Tennessee, 1969

SOCIAL STUDIES PRACTICES IN SELECTED SECONDARY SCHOOLS IN EAST TENNESSEE

Curriculum Evaluation
Secondary Grades
Teaching Methods

Through survey of researchers, trends, and changes in secondary social studies, the author developed an evaluative criteria for appraising social studies programs. Then, using the criteria, the author studied social studies practices in selected secondary schools in east Tennessee.

Among his findings were: (1) revisions were rather limited, in that curriculum offerings were largely reflective of the 1920's and 1930's; (2) some of the changes were the use of role playing, the use of inquiry and interdisciplinary approaches by only a few teachers, and greater emphasis on the concepts of economics, anthropology, and international affairs; (3) the use of case studies and original documents was very limited; (4) history teachers, though giving emphasis to political, sociological, and economic history, still held to the chronological approach; and (5) new textbook adoptions were in accord with aspirations as to what need be emphasized in the social studies. 187 pp.

ORDER NO. 70-7598

135. Seetharamaiah, Dummenahalli Nanjappa, Ph.D.
Ohio State University, 1962

A PHILOSOPHICAL APPROACH TO THE TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOLS OF INDIA

Comparative Education
Critical Thinking
Educational Philosophy
Educational Theories
Inquiry Training
Secondary Grades
Teaching Methods

The purpose of the study was to enunciate a theory for the teaching of social studies in the secondary schools of India. The study was premised on the assumption that the present aims of social studies teaching in India (namely: development of patriotism, citizenship, worldmindedness, etc.) serve no purpose as long as mere transmission of knowledge continues to be the goal of schools. Through a philosophical discussion, the researcher showed that nothing is really learned unless there is reconstruction of experience. The researcher argued that mere familiarity with facts is not knowledge. Knowledge acquisition involves discovering, testing, and using meanings. Inquiry, therefore, is the only satisfactory means of learning. The researcher adovcated the use of reflective thinking in learning the social studies. He contended that reflective thinking is purposive, logical, and scientific. 306 pp.

ORDER NO. 63-4701

136. Shaw, Larry James, Ed.D.
University of Nebraska Teachers College, 1967

A COMPARATIVE IMAGE STUDY OF THE JAPANESE CULTURE AS PRESENTED IN SECONDARY SOCIAL STUDIES TEXTBOOKS AND EXPRESSED BY NEBRASKA SECONDARY TEACHERS AND JAPANESE CITIZENS

Cross Cultural Studies
Cultural Images
Secondary Grades
Teacher Attitudes
Textbook Content
Textbook Research

The objective of the study was to determine the image of the Japanese culture as held by Nebraska secondary social studies teachers, Japanese citizens, and as reflected by American secondary social studies textbooks.

A cultural model was developed upon which an open-ended questionnaire was based.

The author found significant differences in image portrayal existed among the three sources--Nebraska secondary social studies teachers, Japanese citizens, and American social studies textbooks. Among such differences were: (1) Nebraska teacher image of Japanese culture tended to be traditionally oriented (one dimensional view); (2) Japanese citizen image expressed a more divergent and broader view; and (3) the textbook image reflected a more modern view, but lack of attention was given to the treatment of controversial issues. 296 pp.

ORDER NO. 67-15,993

137. Splittgerber, Frederic Lee, Ed.D.
University of Nebraska Teachers College, 1966

AN ANALYSIS OF SOCIAL STUDIES GROUPING PRACTICES IN SELECTED SENIOR HIGH SCHOOLS OF EIGHT MIDWESTERN STATES

Ability Grouping
Grouping (Instructional Purposes)
Individualized Instruction
Secondary Grades

The study sought to determine the extent to which content and instructional techniques were differentiated for students of varying ability. The data for the study were obtained through mailed questionnaires and interviews of principals and teachers in selected senior high schools in the Midwestern region.

Among the findings and conclusions of the study were: (1) 137 of 273 schools were found to be grouping stedents according to ability; (2) the most common approach was to organize the groups into three levels; (3) the most obvious grouping was found in the eleventh grade where most courses were required; (4) grouping to individualize instruction was not yet proved effective; and (5) teachers individualized instruction by altering the depth, rather than providing content unique to each ability level.

The study showed the need for a more systematic evaluation of the programs for grouping to privide adequate basis for a decision to group or not to group to suit different ability levels. 258 pp.

ORDER NO. 67-3443

138. Tali, Ronald Harry, Ph.D.
University of Michigan, 1967

THE USE OF PROGRAMMED MATERIALS FOR TEACHING IN THE SOCIAL STUDIES

Academic Achievement
American Government (Course)
Junior High Schools
Programed Instruction
Secondary Grades

The purpose of the study was to determine whether students can gain knowledge from a pre-test to a post-test after completing the programed unit.

The programed unit, How a Bill Becomes a Law, was used. Among the findings of the study were: (1) the students (227) studied did learn by using the programed unit; (2) the length of time spent on the programed unit did not affect the outcome on the test; and (3) the gains between the pre-test and post-test were consistently greater for those students of high intelligence and previous high achievement than those students of low intelligence and previous low achievement. 79 pp.

ORDER NO. 67-15,705

139. Tinsley, Drew Chitwood, Ph.D.
University of Texas at Austin, 1968

A STUDY IN PLANNING: QUESTIONS TO GUIDE DISCUSSION AND TESTING BY SECONDARY STUDENT TEACHERS OF SOCIAL STUDIES

Cognitive Objectives
Discusstion (Teaching Technique)
Questioning Techniques
Secondary Grades
Student Teachers
Student Testing

The study investigated the cognitive levels of questions that secondary social studies student teachers planned to guide class discussions and to use as tests in eighth and eleventh grade American history classes. The cognitive levels were memory, convergent thinking, divergent thinking, and evaluation.

The findings included: (1) questions demanding memory and evaluation were asked more frequently; (2) more memory questions were planned for eighth grade classes; (3) more evaluative questions were planned for eleventh grade discussions than for eleventh grade tests; and (4) more memory questions were composed for eighth grade tests than for eleventh grade tests.

The researcher concluded that student teachers' thinking interests and perceptions of the cognitive emphasis of questions were not related to the questions they actually planned. 138 pp.

ORDER NO. 68-10,890

140. Uphoff, James Kent, Ed.D.
University of Nebraska Teachers College, 1967

SENIOR HIGH SCHOOL SOCIAL STUDIES PROGRAMS FOR LOW ACHIEVERS

Secondary Grades
Slow Learners
Teaching Methods

The objective of the study was to determine the nature, extent, and status of administrative and classroom provisions for the low achievers in senior high school social studies.

For a review of appropriate literature a questionnaire was evolved. The questionnaire was sent to 100 selected senior high schools throughout the nation and 104 teachers named by their administrators as being effective in working with low achievers. Among the findings were: (1) grouping in senior high schools is a general practice; (2) teachers are not trained for working with low achievers; (3) few courses are designed for low achievers; and (4) courses for low achievers emphasize special vocabulary and reading materials, slower pace, more limited content and less depth, reading development, fewer pupils per class, teaching techniques aimed at the abilities and interests of the pupils, and lower expectations of the pupils. 207 pp.

ORDER NO. 67-15,996

141. Williamson, James Lonnie, Ed.D.
North Texas State University, 1966

THE EFFECTIVENESS OF TWO APPROACHES TO THE TEACHING OF HIGH SCHOOL AMERICAN HISTORY

Academic Achievement
American History
Critical Thinking
History
Inductive Methods
Instructional Materials
Paperback Books
Secondary Grades

The purpose of the research was to compare the effectiveness of an "in depth" approach to teaching American history through principally "inductive" teaching of a series of paperback books made up mainly of primary sources with an approach attempting to cover the subject matter of American history. Effectiveness was to be compared on the basis of factual knowledge, reading skill, critical thinking, and attitude toward history.

The population included 116 students in the tenth grade in two suburban high schools over a period of one school year. Instruments used to assess effectiveness of the two approaches included several standardized achievement tests, a standardized attitude test, the Watson-Glaser Critical Thinking Appraisal, and the Principles of Democracy Test.

Among the principle findings were: (1) there were no significant differences between the two approaches on factual knowledge, reading skill, and critical thinking; and (2) there were no significant differences between average and above average students due to differential approaches.

Among the implications pointed to by the researcher were: (1) either method may be used without lessening the achievement of factual knowledge; (2) attitudes are significantly better in the experimental group; and (3) the experimental approach ("in depth") is as effective for average students as for above average students. 163 pp.

ORDER NO. 67-2582

142. Young, William Harry, Ed.D.
Columbia University, 1968

TEACHING ABOUT RELIGION IN SECONDARY SOCIAL STUDIES

Controversial Issues
Cross Cultural Studies
History
Religion
Secondary Grades
Teaching Methods
World History

The researcher analyzed the issues involved in teaching about world religions in connection with world history in secondary school social studies. The study included: (1) an examination of historic patterns of teaching religion in American education; (2) an exploration of the theoretical issues underlying a proposal for teaching about religions in the social studies; (3) a sequential plan for teaching about the religions of India, Japan, the Middle East, and the United States; and (4) resource units for teaching about religions of the world in connection with world history or world cultures courses in secondary schools. 264 pp.

ORDER NO. 69-6044

INSTRUCTION: General

143. Dufty, David G., Ph.D.
Stanford University, 1966

FOLKSONGS IN THE SOCIAL STUDIES IN THE UNITED STATES AND AUSTRALIA: AN EXPLORATORY STUDY

Comparative Education
Cross Cultural Studies
Ethnic Studies
Folk Culture
Music
Teaching Techniques

The purpose of the study was to establish the potential use of folk songs in social studies classrooms and to establish an educational methodology for their use.

In this exploratory or "pre-experimental" study the researcher surveyed the literature on folk songs and ethnomusicology; did an "experience survey" by interviewing and corresponding with certain persons interested in the study and populatization of folksongs and folklore; and made a comparative study in secondary sources of American and Australian songs.

Among the insights of folklorists and ethnomusicologists presented and discussed in the study regarding folk songs are: (1) they are oral documents which bridge gaps in written history; (2) they provide a key to the social history of the little man; (3) they provide vicarious experience and aid in appreciating past generations; (4) they are cultural artifacts; and (5) they reflect political, economic, and social conditions.

Among the other resources contained in this exploratory research are the following: (1) a description of some classroom uses of folk songs and ethnic music in social studies classrooms; (2) a brief discussion of Australian folklore and ethnomusicology; (3) suggestions for appropriate objectives in the use of folksongs, based upon Bloom's taxonomy of educational objectives; and (4) a table of research-based generalizations from learning theory plus possible teaching methods. 281 pp.

ORDER NO. 66-6336

144. Tankersley, Gene J., Ed.D.
University of California, Berkeley, 1965

THE DEVELOPMENT OF SELECTED STUDY SKILLS IN SOCIAL STUDIES

Academic Achievement
Inquiry Training
Study Skills

Conscious of the importance of teaching students study skills (such as finding and analyzing information) the researcher compared two approaches to skill development. In nine schools, therefore, he had a direct approach (systematic presentation of how to locate information), and indirect approach (teach study skill when a need arises), and a control group.

Among the findings of the study were: (1) that there was no significant difference between the direct and indirect approach of locating information; (2) the correlation between work-study skills and social studies achievement ranged from .70 to .94 for the classes; and (3) the use of social studies time to learn the study skills had not adversely affected achievement in the social studies. 100 pp.

ORDER NO. 65-13,428

145. Windley, Vivian Odessa, Ed.D.
University of California, Berkeley, 1967

LEVELS OF COGNITION AND SOCIAL SCIENCE CONTENT IN CLASSROOM CURRENT AFFAIRS PERIODICALS

Concept Teaching
Current Events
Fundamental Concepts
Inquiry Training
Periodicals
Questioning Techniques
Social Sciences

The purpose of the research was to determine the levels of cognition and the social science content in two classroom current affairs periodicals, Junior Scholastic and Current Events. The research analyzed lead articles and related discussion questions, having identified levels of cognition for the text (two levels of facts and two of generalizations) and for the questions (memory, comprehension, analysis, evaluation). Classifying was done by paragraphs and checks were made for inter-rater and intra-rater reliability.

Among the major findings: (1) 93 per cent of the text was found to be at the fact level; (2) most questions call for memory, few for creative or evaluative thinking; (3) the amount of social science content was very uneven from article to article; and (4) most social science content came from political science, followed by economics and history, while anthropology and sociology had the least amount.

The researcher's major suggestion was that publishers include more social science content and structure content so that students will have the important opportunity to discover and internalize relationships among social phenomena. 182 pp.

ORDER NO. 67-11,588

COGNITION AND LEARNING

COGNITION AND LEARNING: Elementary

146. Arnoff, Melvin, Ph.D.
Ohio University, 1963

AN INVESTIGATION OF FACTORS RELATED TO THE ABILITY OF CHILDREN IN GRADES TWO, THREE, AND FOUR TO COMPREHEND CONCEPTS OF GOVERNMENT (WITH) AN ELEMENTARY SOCIAL STUDIES COURSE ON GOVERNMENT. TEACHER'S DIRECTIONS, RESOURCE UNIT AND SUGGESTED LESSON PLANS

Academic Ability
Academic Achievement
American Government (Course)
Civics
Cognitive Ability
Concept Formation
Elementary Grades

The purposes of the study were to: (1) investigate the kinds of governmental concepts children in grades two, three, and four can learn from a specially prepared unit on government; and (2) to determine the extent to which the development of social science concepts is related to mental age and social class factors.

Involved in the study were 22 teachers and 540 children of grades two, three, and four. Appropriate tests were used to determine concepts learned and retained. Appropriate correlation statistics were computed.

Among the main findings of the study were: (1) there was no indication that children at a specific grade level more readily learn concepts about local, state, and national government; (2) social class was not closely related to achievement (i.e. the learning of concepts of government); and (3) at all grade levels the number of concepts learned and retained was directly related to mental age. 369 pp.

ORDER NO. 63-7130

147. Bottorff, Norman Edward, Ed.D.
Pennsylvania State University, 1966

THE REACTION OF THIRD GRADE LOW AND MIDDLE CLASS CHILDREN TO SELECTED SOCIAL STUDIES WORDS

Concept Formation
Elementary Grades

The purpose of the study was to determine the reactions of three socioeconomic groups of third graders to key social studies words. The three groups were: one white lower socioeconomic class, one black socioeconomic class, and one white middle class. The instrument used was a two dimensional, free response and forced choice test to certain key social studies words.

Among the important conclusions of the study were: (1) middle class children reacted more positively to key social words than lower class white and Negro children; (2) all children tended to dislike the word Indian; (3) all groups liked the word white; (4) even a majority of lower class white and Negro children disliked the word black; (5) third grade children reacted more positively to female figures than they do toward male figures; and (6) white children reacted more positively to the words, church, home, and school than Negro children. 189 pp.

ORDER NO. 67-1911

148. Boyvey, Mary Rose O'Niel, Ph.D.
University of Texas, Austin, 1969

THE RELATIONSHIP OF DETAIL IN VISUAL ILLUSTRATIONS TO EFFECTIVE LEARNING: AN EXPERIMENT IN ELEMENTARY SCHOOL SOCIAL STUDIES

Academic Achievement
Audiovisual Instruction
Elementary Grades
Learning Processes

The experimental study attempted to ascertain the relationship of detail in visual illustrations to effective learning in elementary schools. Three illustrated sets were used--sketch outline representations, political outline representations, and global photographs with political and physical details. The 154 fifth and sixth grade participants were randomly assigned to one of three treatment groups and a contrast group.

The author found that all the illustrative sets promoted more effective learning than mere oral instruction. Additionally, it was found that increased details in visual illustrations favored the learning achievement of elementary school students. However, increased abstractness in illustration resulted in decreased achievement in learning by the elementary grade pupils.

The study demonstrates the importance of social studies teachers using illustrations to supplement teaching. 140 pp.

ORDER NO. 70-10,757

149. Field, Howard George, Ed.D.
University of South Dakota, 1967

A STUDY OF INDIVIDUAL DIFFERENCES OF FIRST AND SECOND GRADE CHILDREN'S ABILITY TO RECOGNIZE CONCEPTS OF SELECTED SECOND GRADE SOCIAL STUDIES CONTENT

Academic Ability
Academic Achievement
Cognitive Ability
Cognitive Tests
Concept Formation
Elementary Grades
Grade 2

The study developed a verbal-pictorial measuring instrument of second grade social studies concepts. Then that instrument was used to determine if statistically significant differences of prior social studies knowledge was due to differences in scholastic aptitude, chronological age, grade level, or sex.

The author found that prior social studies knowledge was due to differences in scholastic aptitude, chronological age, and grade level, but not sex. 191 pp.

ORDER NO. 67-218

150. Frasier, Vance Clark, Ed.D.
Columbia University, 1968

A STUDY OF STUDENTS'ABILITY TO USE FUNCTIONAL IMPERATIVES AS STRATEGIES OF INQUIRY

Cognitive Ability
Elementary Grades
Inquiry Training
Sociology

The study was conducted to determine elementary students' ability to use a sociological construct (Talcott Parson's functional imperatives) as a strategy of inquiry. The researcher found that elementary students can be taught to use a sociological construct that would give them a basis for analyzing social situations and a strategy for inquiry. 196 pp.

ORDER NO. 69-8073

151. Goolsby, Thomas Morris, Jr., Ph.D.
State University of Iowa, 1963

INTERRELATIONSHIPS AMONG SEVEN MEASURES OF COMPETENCY IN ELEMENTARY SCHOOL SOCIAL STUDIES

Academic Ability
Academic Achievement
Achievement Tests
Cognitive Ability
Cognitive Tests
Elementary Grades
Student Testing

The researcher investigated the nature and interrelationships among seven different tests of competencies in elementary school social studies. The seven tests were as follows: (1) Test R: Reading Social Studies Materials (Iowa Tests of Basic Skills); (2)Test W-1: Map Reading of the Iowa Tests of Basic Skills; (3) Test W-2: Reading Graphs and Tables of the Iowa Tests of Basic Skills; (4) Test W-3: Knowledge and Use of Reference Materials of the Iowa Tests of Basic Skills; (5) Test CT: Judgment and Critical Thinking; (6) Test F: Knowledge of Specific Facts; and (7) Test T: Understanding of Terms. Five hundred and fifty-five pupils from 10 Iowa schools were involved in the study.

Among the findings of the study were: (1) Tests W-1, CT, F, and T had very high interrelationships; (2) very little unique variance was associated with the tests which were intended to measure different aspects of achievements, namely: skills, critical thinking, factual knowledge, and vocabulary; and (3) reliabilities of differences among Tests R, W-2, and W-3 were found to be low.

The researcher concluded that on the basis of the evidence from this study, there is little statistical justification for differentiating among these social studies outcomes. 104 pp.

ORDER NO. 64-3372

152. Grannis, Joseph Culver, Ph.D.
Washington University, 1965

AN EXPERIMENTAL STUDY OF THE INDUCTIVE LEARNING OF ABSTRACT SOCIAL CONCEPTS

Cognitive Ability
Concept Formation
Concept Teaching
Elementary Grades
Grade 6
Learning Processes

For this experimental study, the researcher hypothesized that sixth grade children can learn abstract social concepts, such as "lobbying" and "subsidizing" through inductive learning (e g. by citing positive and negative cases). The researcher concluded that normal children at the 6th grade level could "learn to learn" from formally structured materials, though such concepts are quite strange to the subjects.

A number of other hypotheses relating to concept development and set were not substantiated. The researcher claimed, however, that the study revealed the import of concrete experiences in the promotion of learning, not only that they should be used to illustrate concepts but that they are essential to ensure full conceptual recognition by the learner. 377 pp.

ORDER NO. 66-463

153. Green, Frederick Elman, Ed.D.
Ball State University, 1968

ELEMENTARY SCHOOL CHILDREN'S INTEREST IN THE SOCIAL SCIENCES AS REVEALED BY FORCED CHOICE QUESTIONNAIRE

Elementary Grades
Social Sciences
Student Interests

The purpose of this survey study was to determine the social science interests of elementary school children in Indiana.

Among the main findings of the study were: (1) primary pupils preferred political science, while intermediate students preferred sociology; (2) primary students chose anthropology the least, while economics was chosen the least by intermediate pupils; (3) girls preferred sociology while boys preferred geography; (4) boys showed less interest in anthropology, while girls showed less interest in economics; and (5) the upper and middle class group preferred sociology, political science, history, geography, anthropology, and economics, in that order; while the low socioeconomic group of students preferred political science, sociology, geography, history, economics, and anthropology in that order.

This study points to the need of any social studies curriculum to take into consideration the varied interests of students. 100 pp.

ORDER NO. 68-12,893

154. Greenblatt, Edward Leonard, Ed.D.
University of Southern California, 1963

AN EXPLORATORY STUDY OF THE DEVELOPMENT OF SELECTED GENERALIZATIONS IN SOCIAL STUDIES

Cognitive Ability
Concept Formation
Concept Teaching
Elementary Grades
Geography
Grade 6

In this study, the researcher tried to determine the degree to which sixth grade children could form certain generalizations concerning the geography of Mexico. Eight sixth grade classes were involved in the study--four serving as experimental groups and four as control groups. The experimental groups pursued an enriched program which emphasized geographical generalizations. Three tests were used to measure the children's acquisition of generalizations, namely: (1) paper-and-pencil test, which required pupils to demonstrate understanding of the generalizations; (2) individual tape-recorded interview, where specific questions were asked about the geographic generalizations; and (3) class discussion.

A basic finding of the study was that the experimental groups excelled over the control groups in all tests. On the basis of the findings of the study, the researcher arrived at the following conclusions: (1) sixth grade pupils can learn more facts and form broader understandings than usually expected; (2) there are relationships between the amount of facts children possess and their ability to generalize; (3) teachers typically offer children few opportunities to generalize; (4) the usual expanding environment scheme of social studies organization is not sufficiently challenging; and (5) knowledge of subject matter and processes offer teachers security to permit pupil explorations of concepts and generalizations. 342 pp.

ORDER NO. 64-2576

155. Hearn, Delmer Dwain, Ph.D.
University of Texas, Austin, 1969

THE EFFECT OF QUESTIONS IN FACILITATING FOURTH GRADE PUPIL's ACQUISITION OF INFORMATION FROM PRINTED INSTRUCTIONAL MATERIALS IN THE SOCIAL STUDIES

Cognitive Processes
Elementary Grades
Inquiry Training
Learning Processes
Questioning Techniques
Textbook Research

The study attempted to determine whether having questions (memory level and analysis level) facilitates the acquisition of information from printed social studies instructional materials. Among the findings of the study were: (1) questions interspersed throughout the narrative facilitate the learning of social studies information; however, (2) the difference between memory and analysis level questions in the facilitation of acquiring knowledge was not statistically significant.

The results of the study seem to indicate the need to intersperse questions throughout the narrative accounts of books. 131 pp.

ORDER NO. 70-10,805

156. Henson, Rosa May, Ed.D.
North Texas State University, 1963

A MEASUREMENT OF SOCIAL STUDIES ACHIEVEMENT IN THE PRIMARY GRADES

Academic Achievement
Achievement Tests
Elementary Grades
Student Testing

In this study, the researcher developed an instrument for the measurement of social studies achievement in the primary grades. The validity of the instrument was established by evolving a test based upon an analysis of stated objectives of primary school social studies. Test items were developed and such items were later evaluated by a panel. Then the test items were tried out on 178 primary school children. The results of the test were compared with the results of the California Test of Mental Maturity and the Iowa Test of Basic Skills, Section W. Correlations were high and significant. The reliability of the test was likewise high. 136 pp.

ORDER NO. 64-5177

157. Hills, James La Fayette, Ed.D.
University of Southern California, 1964

DIMENSIONS OF CHILDREN"S LEARNINGS ABOUT SOCIAL STUDIES GENERALIZATIONS

Academic Achievement
Achievement Tests
Cognitive Processes
Cognitive Tests
Concept Formation
Elementary Grades
Learning Processes
Student Testing

In this study the researcher tried to determine the dimensions in learnings of pupils in fourth through sixth grades regarding social studies generalizations which pertained to person-to-person relationships in the contexts that were deemed crucial to the elementary school curriculum by a jury composed of qualified experts. The researcher, likewise, tried to determine the influences of selected variables (age, sex, intelligence, socioeconomic status, reading comprehension, reading vocabulary, grade level, and parental status) on these learnings.

An experimental test composed of terminology and application items was developed to measure the social studies learnings. The instrument was tested for validity and reliability. The study involved 218 fourth, 136 fifth, and 216 sixth grade pupils of a suburban community adjacent to San Francisco, California.

On the basis of the findings of the study, the researcher concluded that: (1) the dimensions of children's learnings about social studies generalizations can be measured through terminology and application items; (2) terminology and application items measure different aspects of related knowledge, and that the learning they measure is related to maturation; (3) pupils in all grade levels had greatest difficulty with items in the area of production which seems to indicate that this area has been neglected more than any other; (4) a jury of qualified persons can be of

considerable help in determining which generalizations are crucial to elementary school social studies; and (5) comprehensive, valid, and reliable objective tests can be developed around selected generalizations. 367 pp.

ORDER NO. 64-13,525

158. Jensen, John Henry, Ph.D.
University of Oregon, 1969

INVESTIGATION OF FOURTH AND SIXTH GRADE PUPILS' UNDERSTANDING OF QUANTITATIVE CONCEPTS FROM SELECTED SOCIAL STUDIES TESTBOOKS

Academic Achievement
Achievement Tests
Concept Formation
Elementary Grades
Mathematical Concepts
Testbook Content
Textbook Research

The study dealt with quantitative concepts in selected social studies textbooks. The content analysis section of the study showed: (1) a high incidence of indefinite references to quantities and spaces; (2) more frequent specific references to spaces and time; (3) more frequent use of graphic devices at the lower grade, and more frequent use of economic terms in the sixth grade than noted in previous research; and (4) quantitative concepts found in social studies textbooks had been previously introduced in arithmetic texts.

In the other section of the study (where the researcher used the Test of Quantitative Concept Understanding and the Stanford Achievement Tests) the author noted a significant correlation between understanding quantitative concepts and measures of reading and arithmetic achievements. The researcher concluded that the nature of the problem of quantitative understanding changes with the increments in grade level. 175 pp.

ORDER NO. 70-9443

159. Kirsch, Bernard Griffin, Ed.D.
University of Southern California, 1967

AN EVALUATION OF LEVELS OF COGNITIVE LEARNING IN A UNIT OF FIFTH-GRADE SOCIAL STUDIES

Academic Achievement
Cognitive Ability
Cognitive Processes
Elementary Grades
Grade 5

The main objective of the study was to determine at which selected cognitive levels children in the fifth grade showed evidence of having had learning experience and at which levels they showed evidence of having had little or no experience. The fifth-grade social studies program areas included were the Declaration of Independence, the Constitution, and the Bill of Rights. Three methods were used to assess levels of cognition, namely: (1) paper-and-pencil test to test for children's knowledge, comprehension, and ability to apply; (2) individual-type-recorded interivew; and (3) observation.

Among the conclusions of the study were: (1) boys appear to be superior to girls at the cognitive levels of knowledge and comprehension, but less on the cognitive level of application; (2) socioeconomic status seems to be related to knowledge, comprehension, and application levels or cognition; (3) I.Q. seems to be the most significant factor influencing pupil scores; (4) I.Q. was the only factor that significantly affected performance in the interview; and (5) teaching practices do not seem to stress any one of the levels of cognition. 309 pp.

ORDER NO. 67-8012

160. Lowry, Betty Lucille, Ph.D.
State University of Iowa, 1963

A SURVEY OF THE KNOWLEDGE OF SOCIAL STUDIES CONCEPTS POSSESSED BY SECOND-GRADE CHILDREN PREVIOUS TO THE TIME THESE CONCEPTS ARE TAUGHT IN THE SOCIAL STUDIES LESSONS

Academic Achievement
Concept Formation
Concept Teaching
Elementary Grades
Grade 2

In this study, the researcher surveyed the common social studies concepts taught to second-grade pupils to determine how many of such concepts were already known to them prior to instruction about those concepts. One hundred and ten concepts were identified from six social studies textbooks. The survey test was administered to 287 second grade children. One hundred children from 287 were interviewed.

Among the findings of the study were: (1) 84.62 per cent of the concepts were already known to the 287 children; and (2) the total mean achievement for the 100 children interviewed was 63.68. The researcher explained the difference in mean achievement scores by the fact that in the interview the answers were spontaneous, given without the help of a choice answer.

The question then is, to what extent do our pupils already know the concepts we profess to be teaching them? 252 pp.

ORDER NO. 63-8015

161. Penner, Orville Kenneth, Ed.D.
Colorado State College, 1967

A STUDY OF FOURTH-GRADE CHILDREN'S KNOWLEDGE OF SELECTED SOCIAL STUDIES CONCEPTS PRIOR TO INSTRUCTION

Academic Achievement
Concept Formation
Concept Teaching
Elementary Grades
Geography
Grade 4

The purpose of the study was to determine the extent to which fourth-grade children were familiar, at the beginning of the school year, with selected geographical concepts usually taught in the fourth-grade social studies program.

A fifty-item test derived from ten current fourth-grade books were administered to 491 fourth-grade students in the states of Colorado, Kansas, Nebraska, and Wyoming.

Among the conclusions of the study were: (1) fourth-grade children are likely to know nearly 47 per cent of the geographic concepts before these are taught in the classroom; (2) fourth-grade boys tend to score about 4 per cent higher than girls; (3) there is little correlation between chronological age and test scores in the social studies; and (4) there is no significant difference in the mean scores obtained by the children in the different states involved in this study. 94 pp.

ORDER NO. 67-9626

162. Potterfield, James Edward, Ed.D.
University of Georgia, 1966

AN ANALYSIS OF ELEMENTARY SCHOOL CHILDREN'S ABILITY TO LEARN ANTHROPOLOGICAL CONTENT AT GRADES FOUR, FIVE, AND SIX

Academic Ability
Anthropology
Cognitive Ability
Concept Formation
Elementary Grades
Teacher Qualifications

The problem of the study was to determine if there was any difference in fourth, fifth, and sixth grade children's ability to learn anthropology materials. The unit, "Concept of Culture" designed for fourth grade by the University of Georgia Anthropology Curriculum Project was used.

Data were secured from three classes each from the fourth, fifth, and sixth grades. At each grade level, two classes were designated experimental--one handled by a teacher with anthropology training and the other by a teacher without any anthropological background. One class in each grade level was the control group which did not use the anthropological unit.

The researcher concluded that: (1) there was no significant difference in the ability of fourth, fifth, or sixth grade children to learn the anthropological materials; and (2) specialized training on the part of the teacher made little difference in the successful teaching of the unit. 148 pp.

ORDER NO. 66-13,616

163. Pretzlaff, Richard E., Ed.D.
Wayne State University, 1969

THE RELATIONSHIP OF TRANSCIENCY AND GEOGRAPHIC MOBILITY TO THE SOCIAL STUDIES UNDERSTANDINGS, ATTITUDES, AND SKILLS OF SIXTH GRADERS

Academic Achievement
Elementary Grades
Student Mobility

The main objective of the study was to assess the impact of transciency and geographic mobility on the school performance of children in the social studies, in the Taylor School District, Detroit, Michigan. The Social Studies Test and the Iowa Basic Skills Test were used to measure social studies understandings and social studies skills, respectively. An instrument was developed to measure attitude. Students were placed in groups representing stability, transciency, or mobility. Intelligence, sex, socio-economic, and psychological factors were controlled.

Among the author's findings and conclusions were: (1) movement does not appear to be related to social studies understandings; (2) the data did not indicate that all types of mobility have an effect on all types of social studies understandings, attitudes, skills, and geographic orientation; (3) there were indications when comparing the extreme groups that movement may have a negative effect on overall performance in the social studies; and (4) mobility between districts may be more disruptive than transciency within districts. 158 pp.

ORDER NO. 70-3440

164. Wolf, Lois C., Ph.D.
New York University, 1969

AN INVESTIGATION OF THE LEVELS OF ABSTRACTION IN CHILDREN'S EXPLANATION OF SOCIAL PROBLEMS

Cognitive Ability
Cognitive Processes
Elementary Grades
Problem Solving
Social Problems

Dr. Wolf investigated the levels of abstraction in children's explanations of social problems in relation to chronological age, sex, and task. To gather the data, the researcher showed the children four photographs of complex social problems--poverty, war, old age, and destruction. They were asked what was going on in the pictures.

The researcher found a direct relationship between age and level of abstraction, and the nature of the task and level of abstraction; but she found no relationship between sex and levels of abstraction. The results of the study lend support to the theory of Piaget in the area of the social sciences.

This study points to the need for further research in cognitive development in the area of social sciences. 131 pp.

ORDER NO. 70-753

165. Wulff, Kenneth Ray, Ph.D.
Ohio University, 1969

A CORRELATED STUDY OF READING AND SOCIAL STUDIES INFERENCE AND APPLICATION OF PRINCIPLES TESTS AMONG DISADVANTAGED RURAL APPALACHIAN, DISADVANTAGED URBAN, AND ADVANTAGED SUBURBAN STUDENTS

Academic Ability
Cognitive Ability
Cognitive Tests
Critical Thinking
Disadvantaged Youth
Elementary Grades
Student Testing

Using Taba's Social Studies Inference and Application Test, Dr. Wulff investigated the group relationships of disadvantaged students in comparison with advantaged students pursuant to their ability to think critically. A further objective of the study was to determine if there was a correlation between reading and performance on the Taba tests.

Among the findings of the study were: (1) there was a significant correlation between the Ohio Survey Tests (Academic Ability and Reading Achievement Test) and the Taba Application of Principles Test generalization; (2) disadvantaged rural Appalachian and advantaged suburban students obtained close means and standard deviations; and (3) disadvantaged urban students appeared entirely different from the disadvantaged rural Appalachian students and the advantaged suburban students. 136 pp.

ORDER NO. 70-4758

COGNITION AND LEARNING: Secondary

166. Allen, Donald Ian, Ed.D.
University of California, Berkeley, 1969

EFFECTS ON THE LEARNING AND RETENTION OF WRITTEN SOCIAL STUDIES MATERIAL

Cognitive Processes
Junior High Schools
Learning Processes
Questioning Techniques
Secondary Grades
Textbook Research

This experimental study was designed to determine the effects of using advance organizers of the memory, as opposed to higher order questions, on the learning and retention of written social studies materials.

Among the researcher's conclusions were: (1) both advance organizers and the type of questions seem to have an effect on delayed retention; and (2) higher order questions do not seem to result in as much learning of specific factual information as memory level questions. 173 pp.

ORDER NO. 70-6036

167. Alley, Robert Dale, Ed.D.
Arizona State University, 1967

ACHIEVEMENT AND ATTITUDE DIFFERENCES AMONG STUDENTS WHO HAVE TAKEN ONE, TWO, THREE, OR FOUR YEARS OF HIGH SCHOOL SOCIAL STUDIES

Academic Achievement
Secondary Grades
Student Attitudes

The study attempted to determine whether groups of students who took varying programs in high school social studies differed in their attitudes toward certain social concepts and achievement in social studies.

The evidence gathered from a series of tests showed that: (1) students who enroll for a third and fourth year of elective courses in social studies while in high school achieve a significantly greater knowledge of the social studies than do those who enrolled in only a required two-year program; (2) students enrolled in a fourth year social studies do not achieve a significant gain over those enrolled in a three-year program; (3) students completing different combinations of social studies courses in three and four year programs do not differ significantly in achievement; and (4) students who took more than the required two-year high school social studies program do not acquire attitudes toward certain social concepts that are significantly different from those who took only the required two-year program. 176 pp.

ORDER NO. 67-10,857

168. Bailey, John Alfred, Ed.D.
University of Nebraska Teachers College, 1963

THE SCALE OF SOCIAL STUDIES SOPHISTICATION

Academic Ability
Cognitive Ability
Cognitive Tests
Secondary Grades
Student Testing

In this study, the researcher developed an instrument that would measure the quality of thought a student could be expected to exhibit in social studies courses at the senior high school level. The instrument called the Scale of Social Studies Sophistication (SSSS) was designed to categorize pupils into multiple functioning levels in their aptitude and propensity to receive social studies instruction.

The instrument, if further refined, could help teachers adjust their instruction to enable students to acquire a higher level of verbal comprehension and orderliness of thought. 213 pp.

ORDER NO. 64-223

169. Cousins, Jack Eugene, Ed.D.
Indiana University, 1962

THE DEVELOPMENT OF REFLECTIVE THINKING IN EIGHTH-GRADE SOCIAL STUDIES CLASS

Cognitive Processes
Cognitive Tests
Critical Thinking
Grade 8
Junior High Schools
Secondary Grades
Student Testing

In this study, the researcher described and analyzed the development of reflective thinking in a class of eighth-grade social studies. Appropriate tests, such as the Cooperative Social Studies Test, the Watson-Glaser Critical Thinking Appraisal, and a teacher constructed test were used to evaluate the development of reflective thinking skills.

On the basis of the findings of the study, the researcher concluded that: (1) eighth-grade social studies pupils can be instructed to think reflectively without jeopardizing the accumulation of factual information; (2) lessons could be geared to the pupils' acquisition of the skills of reflective thinking; and (3) pupils respond favorably to lessons designed to develop reflective thinking.

An added significance of the study was the revised model lesson for the development of reflective thinking skills.
233 pp.

ORDER NO. 63-2588

170. Harvey, Teddy Genet, Ph.D.
University of Hawaii, 1968

MODELS OF THE ADOLESCENT POLITICAL SOCIALIZATION PROCESS

Peer Relationship
Political Socialization
Secondary Grades

The study focused on the political socialization of students in grades 9 to 12. The study deals with a number of political behavior variables.

Among the important findings of the study were: (1) socioeconomic status was positively correlated with high level information, and cognition and participation; (2) the learning model devised for the study suggested the importance of socioeconomic status as a determinant of increases in political behavior after adolescence; (3) male and female high school students have equal levels of political behavior, but the learning model suggested less politicized female political roles after adolescence; (4) intelligence was highly correlated with all variables except opinionation, sense of political efficacy, and participation; (5) intelligence was a better predictor of political behavior than socioeconomic status; (6) military training was found to increase political information and cognition, but it diminishes students' capabilities for political action due to depression of students' self-esteem during military training; and (6) the computer simulation model of peer group interaction was shown to be an effective predictor of individual political behavior. 331 pp.

ORDER NO. 68-16,945

171. Kenyon, John Gilbert,
Syracuse University, 1965

ATTITUDES TOWARD AND KNOWLEDGE OF THE SOCIAL SCIENCES HELD BY CERTAIN HIGH SCHOOL SENIORS

Academic Achievement
Grade 12
Secondary Grades
Social Sciences
Student Attitudes

The two purposes of the study were to ascertain: (1) the attitudes of high school seniors toward the social sciences; and (2) the extent of knowledge of these seniors of the social sciences. Attitude was measured by the Lekert type attitude measuring instrument, while the extent of knowledge was measured by a fifty-item true-false test.

The researcher found that students felt favorably toward the social sciences. However, the extent of student knowledge of the social sciences was not impressive.

The study emphasizes the need on concentrating on methods and materials to improve students' knowledge of the social sciences. 63 pp.

ORDER NO. 66-984

172. Payette, Roland Francis, Ph.D.
University of Illinois, 1967

DEVELOPMENT AND ANALYSIS OF A COGNITIVE PREFERENCE TEST IN THE SOCIAL STUDIES

Achievement Tests
Cognitive Processes
Cognitive Tests
Secondary Grades
Social Sciences
Student Testing

Aware that the major problems for the future of education in the social sciences consists of finding ways of expanding present conceptions of achievement, the author attempted to develop a cognitive preference test in the social sciences. The test evolved is an adaptation of the Cognitive Preference Test in High School Physics developed by Heath and others in 1962. 184 pp.

ORDER NO. 67-11,897

173. Peake, Ronald Edward, Ed.D.
University of Alabama, 1964

AN EXAMINATION OF THE DIFFERENCES IN PROBLEM-SOLVING PROCESSES OF SUCCESSFUL AND NON-SUCCESSFUL STUDENTS TAKING NINTH-GRADE SOCIAL STUDIES

Cognitive Ability
Cognitive Processes
Cognitive Tests
Grade 9
Junior High Schools
Problem Solving
Secondary Grades
Student Testing

In this study, the researcher examined the differences in the ways successful and unsuccessful students solved social studies problems. One hundred and fifty-nine students were involved in the study. Twenty students who scored in the top third and twenty students in the bottom third of a standard test were asked to "think aloud" the solutions to ten problems. A checklist was devised to help in scoring the problem-solving ability of the students. Validity and reliability checks were resorted to. With the aid of an independent judge, the researcher found the instrument to discriminate on all items beyond the .05 level of confidence. The per cent of agreement was found to be 76.6 per cent.

Among the important findings of the study were: (1) the successful students understood what the questions required of them and remembered what they had read significantly better than did the unsuccessful students; (2) the successful students possessed significantly more useful knowledge about the information contained in the problems than did the unsuccessful students; (3) successful students' problem-solving processes were scored as more consistent, rational, and logical than were those of the unsuccessful students; and (4) the successful students showed more self-confidence in solving the problem. 162 pp.

ORDER NO. 65-4055

COGNITION AND LEARNING: College

174. Venable, Peter Beasley, Ph.D.
University of Southern Mississippi, 1968

A STUDY TO DETERMINE THE AMOUNT OF LEARNING ACCOMPLISHED BY JUNIOR COLLEGE STUDENTS IN SOCIAL STUDIES WITHIN THE STATE OF MISSISSIPPI

Academic Achievement
Concept Formation
Higher Education
Junior Colleges

The main objective of the study was to determine the accretion of learning in the understanding of social concepts as a result of attendance in social studies classes in randomly selected community colleges in Mississippi. The understanding of social concepts was measured by the Iowa Test of Educational Development (ITED). The researcher found a significant positive correlation between the number of semesters of social studies taken, and performance on the ITED test. 116 pp.

ORDER NO. 69-4716

COGNITION AND LEARNING: College

175. Cooper, James Michael, Ph.D.
Stanford University, 1967

TWO TYPES OF SOCIAL STUDIES EXAMINATIONS AND THEIR EFFECT ON STUDENT LEARNING

Academic Achievement
Achievement Tests
Learning Processes
Student Testing

The purpose of the study was to determine the effect of "high" and "low" order quizzes on student learning. The categories below 2.00 in Bloom's Taxonomy were designated as "lower" order and those above 2.00 as "higher" order knowledge.

Two classes, each of seven social studies teachers, participated in the experiment. The students were randomly assigned to the "lower" and "higher" order groups. The students who participated in the study were made to read a lesson per day for eight days. After every lesson they were given either a high or low order quiz, according to which group they had been assigned. On the ninth day all the lessons were returned to the students to study for a final examination on the tenth day. The final examination consisted of 24 "higher" order questions and 24 "lower" order questions.

It was hypothesized that: (1) students who take quizzes which emphasize the "higher" order learning will score higher in the total final examination than students who take quizzes of the "lower" order; (2) students who take quizzes which emphasize the "higher" order learning will score higher on the "higher" order questions of the final examination than those students who take quizzes on the "lower" order knowledge; and (3) students who take quizzes on the "lower" order knowledge will score higher on that part of the final examination than will those students who take quizzes that emphasize "higher learnings.

None of these hypotheses were accepted at the .05 level of significance. 165 pp.

ORDER NO. 67-17,404

176. Wadleigh, Clarence Benjamin Jr., Ed.D.
Stanford University, 1969

QUESTIONS IN AMERICAN HISTORY TEXTBOOKS AS CONTRIBUTORS TO THE DEVELOPMENT OF THINKING SKILLS

American History
Cognitive Processes
History
Inquiry Training
Questioning Techniques
Textbook Research

Using Bloom's Taxonomy as evaluative criteria (categories for suggested analysis) Dr. Wadleigh did an analysis of whether or not questions contained in the fifth, eighth, and eleventh grade textbooks elicit a variety of thinking skills. Among his findings were: (1) American history texts do not provide a range of questions which elicit all categories of thinking skills as defined in the Taxonomy; (2) the questions are predominantly knowledge and comprehension questions for practically all the texts; and (3) there is little difference in the nature of text questions in the 1956 and 1968 textbooks, although there is a significant trend towards new practices in the two experimental texts examined. 84 pp.

ORDER NO. 70-1641

TEACHER EDUCATION AND TEACHER EVALUATION

TEACHER EDUCATION AND TEACHER EVALUATION: Elementary

177. Brandt, Dorothy Pauline, Ph.D.
University of Texas, 1967

THE DEVELOPMENT OF EVALUATION OF AN IN-SERVICE PROGRAM IN SOCIAL STUDIES AND SCIENCE FOR FIRST-GRADE TEACHERS

Academic Achievement
Elementary Grades
Inservice Teacher Education
Sciences
Self Contained Classrooms
Teacher Evaluation
Team Teaching

The study was premised on the assumption that the achievement of children who were taught by teachers who have had in-service education would be greater than the achievement of children who were taught by teachers without such a program.

The achievement of children who were taught the experimental program in social studies and science, and whose teachers participated in the in-service program was compared with: (1) control group B--Austin science and social studies programs in a team teaching situation; (2) control group C--district social studies and science programs in self-contained classrooms; and (3) control group D--experimental program in self-contained classrooms. In the analyses, six achievement areas were included, namely, word knowledge, word discrimination, reading, total reading, arithmetic, and total achievement.

Significant differences noted favored the experimental group, except in arithmetic, in control group B, and arithmetic in control group C. No significant differences were found in the experimental group and control group D, except in reading, where the control group was favored. It concluded, therefore, that the basic assumption of the study was not entirely supported. 243 pp.

ORDER NO. 68-4256

178. Chandler, Joseph Douglas, Ed.D.
University of Tennessee, 1966

AN ANALYSIS OF COMPETENCE IN THE SOCIAL SCIENCES BY ELEMENTARY EDUCATION MAJORS AT THE UNIVERSITY OF TENNESSEE

Elementary Grades
Preservice Education
Social Sciences
Teacher Education
Teacher Qualifications

The purpose of the study was to determine the competence in the social sciences of elementary education majors as measured by the Sequential Test of Educational Progress-- Social Studies Section. Other data used were the American College Testing Program--Social Studies scores; overall grade-point averages; overall grade-point averages in the social sciences; the number of hours completed in the social sciences; and whether or not the elementary education majors had completed Education 327--Teaching Social Studies in the Elementary Schools. Four hundred seventeen juniors and seniors in elementary education at the University of Tennessee were involved in the study.

Among the findings of the study were: (1) social studies majors scored consistently better than the elementary education majors; (2) the social studies majors had significantly higher mean ACT social studies than the elementary education majors; (3) elementary education majors had significantly higher GPA than the social studies majors, but there was no significant difference between the social science GPA for the two groups; (4) the correlation between the number of hours taken in the social sciences and STEP scores for both elementary and social studies majors was only .06 and .31 respectively; and (5) those who have taken Education 327 scored significantly higher, than those who have not, in the STEP test. 119 pp.

ORDER NO. 67-1357

179. Hoffman, Alan John. Ph.D.
Michigan State University, 1969

APPLICATION OF SOCIAL SCIENCE STRUCTURAL GENERALIZATIONS AS A FUNCTION OF PREVIOUS SOCIAL SCIENCE COURSE WORK

Elementary Grades
Higher Education
Methods Courses
Social Sciences
Teacher Education

Dr. Hoffman investigated the relationship between the amount of university social science coursework a student had taken prior to his taking an elementary social studies methods course, and his ability to identify social studies structure generalizaions and construct hypothetical teaching questions related to those generalizations.

The author found that social science experience (defined solely on the basis of the number of hours of university social science credits taken) was not significantly related to the number of structural generalizations identified and the levels of questions constructed. 119 pp.

ORDER NO. 70-9561

180. Knight, Don Alma
Wayne State University, 1968

THE ROLE OF THE UNIVERSITY IN PREPARING STUDENT TEACHERS TO HELP PUPILS THINK CRITICALLY

Critical Thinking
Discussion (Teaching Technique)
Elementary Grades
Inductive Methods
Methods Courses
Preservice Education
Student Teachers
Teacher Education

The study investigated the role of the university in developing joint programs with elementary schools in preparing student teachers to elicit critical thinking in pupils via discussion strategies. Twelve students placed with cooperating teachers in Michigan, who were concurrently enrolled in social studies curriculum and methodology courses at Wayne State University were selected for the study.

Among the important findings of the study were: (1) the university and the schools can work cooperatively towards a common end; (2) student teachers' critical thinking skills will not necessarily increase merely by helping pupils do critical thinking; and (3) through a concentrated program student teachers can ask pupils high level questions that elicit critical thinking, whether pre-planned or at the spur of the moment.

The study seems to indicate that training to teach for critical thinking can be effective. 152 pp.

ORDER NO. 69-6075

181. Monson, Jay Albert, Ed.D.
Utah State University, 1968

AN ANALYSIS OF PROGRAMS OF UTAH UNIVERSITIES AND COLLEGES PREPARING ELEMENTARY SCHOOL TEACHERS FOR SOCIAL STUDIES

Elementary Grades
Methods Courses
Preservice Education
Teacher Education

Utilizing a mailed questionnaire, the researcher described and appraised the adequacy of training programs for prospective elementary social studies teachers in Utah.

Among the most important findings were: (1) the training programs for prospective elementary school social studies teachers are varied and different; (2) 60 per cent of the graduates enroll in social studies methods courses; (3) the faculties of universities and colleges that responded believed that the method courses greatly aid their graduates in teaching elementary social studies; (4) students reported that the area emphasized was the "Unit Structure"; and (5) the greatest amount of course work was in history. 188 pp.

ORDER NO. 69-1081

182. Tufte, Clark Duane, Ed.D.
University of North Dakota, 1968

THE USE OF HIGHER LEVEL QUESTIONS FOR DIAGNOSIS OF EXISTING AND EVALUATION OF DEVELOPING ATTITUDES IN ELEMENTARY SOCIAL STUDIES

Affective Objectives
Discussion (Teaching Technique)
Elementary Grades
Preservice Education
Questioning Techniques
Teacher Education

The author investigated the extent to which elementary education majors at the University of North Dakota preferred and used open-ended questions for discussion and/or evaluation of those social studies goals relevant to the development of attitudes and appreciations.

The major findings of the study indicated that: (1) elementary education majors rated those social studies objectives dealing with growth in attitudes and appreciations as most important; (2) open-ended questions for class discussion were preferred when selecting from prepared questions; (3) evaluation questions were preferred rather than open-ended questions; (4) the respondents showed lack of desire and/or skill in comparing higher level questions; (5) the methods course in elementary social studies at the University of North Dakota resulted in no significant change in students' preference for open-ended and evaluation questions; and (6) the methods course did not develop students' skills to compose higher level questions. 190 pp.

ORDER NO. 69-8549

183. Wendt, Shirley Caroline, Ed.D.
Wayne State University, 1963

A SURVEY OF THE EDUCATIONAL BACKGROUNDS AND THE PROBLEMS MET BY A SELECTED GROUP OF ELEMENTARY TEACHERS TEACHING SOCIAL STUDIES IN HOMEROOM IN A METROPOLITAN AREA

Elementary Grades
Self Contained Classrooms
Social Sciences
Teacher Evaluation
Teacher Qualifications
Urban Teaching

The two main objectives of the study were: (1) to determine the problems of social studies teachers in a self-contained classroom; and (2) to ascertain the extent of teachers' social science preparation. One hundred and forty-seven elementary homeroom teachers who were teaching social studies were asked to accomplish a questionnaire. Thirty-six classrooms were observed, and thirty-six homeroom teachers were interviewed.

Among the conclusions of the study were: (1) the social science and social studies method backgrounds of elementary teachers involved in the study were generally limited; (2) among the areas of difficulty identified were: (a) finding reading materials, (b) helping children develop critical thinking, (c) making use of community resources, (d) getting background information for teaching units, etc.; (3) teachers were found to be more concerned with the teaching of facts rather than concepts and generalizations; and (4) teacher preferences for types of assistance were: (a) workshops, (b) development of new social studies guides, (c) television demonstrations, (d) observation of other teachers, and (e) in-service courses. 175 pp.

ORDER NO. 65-1852

TEACHER EDUCATION AND TEACHER EVALUATION: Secondary

184. Anderson, Lawrence Conrad, Ed.D.
University of Idaho, 1968

AN ANALYSIS OF THE ACADEMIC PREPARATION AND TEACHING ASSIGNMENT OF IDAHO HIGH SCHOOL SOCIAL STUDIES TEACHERS

Secondary Grades
Teacher Education
Teacher Placement
Teacher Qualifications

This survey study was designed to determine the nature of the academic preparation of social studies teachers, as well as, their teaching assignments in the Idaho high schools.

Among the important findings of the study were: (1) social studies teachers were not prepared in terms of course work in the social sciences when compared to the model program suggested by social scientists; (2) such inadequate preparation in the social sciences is due to a lack of social science courses in the Idaho training colleges; and (3) the teaching assignments do not correspond with the teachers' major and minor fields of preparation. 202 pp.

ORDER NO. 68-975

185. Bissmeyer, Ollie Edward, Jr., Ed.D.
Indiana University, 1964

POTENTIAL NETWORKS FOR A TWO-STEP FLOW OF COMMUNICATION AMONG SOCIAL STUDIES TEACHERS IN EIGHT SECONDARY SCHOOLS

Interschool Communication
Leadership Styles
Secondary Grades
Teacher Characteristics
Teacher Evaluation

The purpose of the study was to verify the existence of hierarchies of potential opinion leadership in secondary social studies teachers regarding the knowledge and use of instructional films, and to trace potential communication patterns among leaders and non-leaders. Seventy-six secondary school social studies teachers were interviewed for purposes of the study. Sociograms were constructed to identify potential communication networks and to locate leadership hierarchies. Matrix analysis was used to trace communication flow.

The researcher found that sociometric and matrix analyses indicated that a hierarchy of potential leadership existed in only one school. The path of potential message flow was traced in that one school. 213 pp.

ORDER NO. 65-2362

186. Black, Watt Lesley, Ed.D.
Florida State University, 1963

THE UNDERGRADUATE CONTENT BACKGROUND OF SECONDARY SOCIAL STUDIES TEACHERS: AN EVALUATION AS RELATED TO TEACHING ASSIGNMENTS ACCEPTED

Preservice Education
Secondary Grades
Teacher Education
Teacher Placement
Teacher Qualifications

The researcher investigated the depth of undergraduate social science sequences of social studies education majors and correlated these findings with the students' actual teaching assignments. To obtain the data for the study, questionnaires were sent to 1,160 teachers, 218 principals, and 32 college advisers.

The social science course patterns were categorized as follows:

(1) a spread in five of the social sciences. No more than 12-15 hours in any one area of the social sciences;
(2) a spread in five of the social sciences. A depth of from 15-18 course in one of the five;
(3) one area of concentration of 18-24 hours. Collateral work in two or three of the social sciences; and
(4) a major of 24 or more hours in one area of the social sciences. No significant amount of work in more than one or two of the social sciences.

The data from the questionnaire pointed to the need for a broad preparation in at least five of the social sciences for prospective social studies teachers. Among the findings of the study were: (1) the pattern of undergraduate social science preparation was not related to initial teaching assignments. (2) few teachers were adequately prepared for teaching geography. 222 pp.

ORDER NO. 64-3588

187. Brodbelt, Samuel Stransham, Ph.D.
Ohio State University, 1963

EXISTING PATTERNS AND PROJECTED TRENDS IN SOCIAL STUDIES TEACHER-EDUCATION AS SEEN BY PROFESSORS ENGAGED IN THIS FIELD

Secondary Grades
Teacher Education
Teacher Educators
Teacher Qualifications

The researcher examined current patterns prevalent in the secondary social studies teacher education field. Most of the information for the study were obtained through questionnaires sent to professors teaching social studies education courses throughout the United States. The questionnaire consisted of three parts, namely: (1) professional image of the professor; (2) courses taught, methods that he employed, students he taught; and (3) existing situations, trends, and issues in secondary teacher education.

Among the findings of the study were: (1) he is on the average 45.2 years of age, usually with a doctorate in history or education; (2) his teaching activity takes up 82 per cent of his time, and he is likely to be a full professor after 12 years; (3) professors who published are usually in bigger universities and have higher academic ranks than those who have not published; (4) he emphasizes critical thinking, subject matter competency, motivation of students, uses a methods textbook 75 per cent of the time, and supervises student teachers part of the time; and (5) he advocates academic freedom and places emphasis on the behavioral sciences. 197 pp.

ORDER NO. 64-6878

188. Dobbins, Allen Leslie, Ed.D.
Harvard University, 1969

THE DEVELOPMENT OF TRAINING FILMS FOR HARVARD SOCIAL STUDIES PROJECT: A CASE STUDY IN CURRICULUM IMPLEMENTATION

Inservice Teacher Eduction
Projects
Secondary Grades
Teacher Education

This study was an analysis and assessment of the films in the Public Issues Series of the Harvard Social Studies Project.

Among the findings of the researcher were: (1) the films did little to help teachers understand the objectives of the Harvard Social Studies Projects though the films were found to be effective in generating fruitful discussions regarding the use of analogies in social studies instruction; (2) the films were found to be useful in getting teachers to explore the role of the teacher in conducting productive discussion; and (3) beginning teachers were more interested in the film series, while experienced teachers were more skeptical about the films. 174 pp.

ORDER NO. 70-5726

189. Gentry, E. Linnell, Ph.D.
George Peabody College for Teachers, 1966

AN ANALYSIS OF SECONDARY-SCHOOL SOCIAL STUDIES METHODS COURSES IN TENNESSEE COLLEGES AND UNIVERSITIES

Methods Courses
Preservice Education
Secondary Grades
Teacher Education

The dissertation analyzed the secondary school social studies methods courses in Tennessee colleges and universities. The researcher examined the 1963-64 and the 1964-65 Tennessee college and university catalogues. Likewise, the researcher analyzed the results of interviews, correspondence, telephone interviews, and faculty and student questionnaire data.

Among the conclusions of the study were: (1) 59.4 per cent of colleges and universities offered social studies methods courses, while 40.6 per cent did not offer these courses but provided special attention to secondary social studies methods instruction in general methods courses; (2) the majority of the 25 instructors who taught the social studies method courses were very competent; (3) the 25 instructors adduced that all the 15 major topics, 136 of the 142 sub-topics, and 10 of the 11 social studies subjects enumerated under the topic "articulation with and emphasis on teaching various social studies courses in secondary schools" were contained in their courses; (4) 49 graduates of the Tennessee colleges and universities evinced that 14 of the 15 major topics, 116 of the 142 sub-topics, and 7 of the 11 social studies subjects listed under the topic "articulation with and emphasis on teaching various social studies courses in secondary schools" were embraced in the courses; and (5) the instructors and graduates were in agreement on 14 of the 15 major topics and 122 of the 142 topics listed in the faculty and student questionnaires. 250 pp.

ORDER NO. 66-11,240

190. Hepburn, Mary Allaire, Ph.D.
Florida State University, 1969

THE POLITICAL INVOLVEMENT OF SOCIAL STUDIES TEACHERS

Political Socialization
Secondary Grades
Teacher Attitudes
Teacher Evaluation

Premised on the recognition of important role of social studies teachers as agents of political learning, the author conducted a questionnaire survey of their political involvement in the classroom and in the real political world.

The main finding of the study was that social studies teachers revealed a much higher degree of political involvement in the classroom than in the real political world. The great majority of the social studies teachers did little more than vote and discuss some issues outside the classroom. 103 pp.

ORDER NO. 70-8562

191. Hicks, E. Perry, Ed.D.
University of Rochester, 1968

AN ANALYSIS OF FACTORS INFLUENCING KNOWLEDGE OF SUBJECT MATTER AMONG TEACHERS OF SECONDARY SOCIAL STUDIES

History
Secondary Grades
Teacher Evaluation
Teacher Qualifications

The purpose of the study was to test the assumption that formal course work is related to knowledge of subject matter. The main dependent variable in this study was knowledge of English history, while the main independent variable was the number of credit hours of college course work related to English history.

The researcher found that knowledge of English history is not related to the number of credit hours received in English history courses, but that knowledge of English history is related to the type of social studies classes in which the teachers teach or have taught. 89 pp.

ORDER NO. 68-9407

192. Hillestad, James T., Ph.D.
State University of Iowa, 1965

A STUDY OF THE STATE UNIVERSITY OF IOWA UNDERGRADUATE SOCIAL STUDIES TEACHER EDUCATION PROGRAM AND ITS GRADUATES, 1946-1961

Methods Courses
Preservice Education
Secondary Grades
Teacher Education

The study examined, analyzed and evaluated the University of Iowa undergraduate secondary social studies teacher education program from 1946-1961. The data of the study were secured from 355 returned mailed questionnaires. Among the important findings of the study were: (1) graduates ranked the course in methods of teaching social studies and their student teaching as the most valued course in professional education; (2) the methods of teaching in their college minors were criticized most by the graduates; and (3) course work in social science departments was considered adequate by 89.6 per cent of the respondents, and it was concluded that the University of Iowa social studies teacher education program from 1946-1961 had a curriculum that would satisfy the basic proposals of the Council for Basic Education and the National Council for Accreditation of Teacher Education. 241 pp.

ORDER NO. 65-11,629

193. Irvin, Margaret Jean, Ed.D.
Arizona State University, 1967

A SURVEY OF THE EDUCATIONAL PREPARATION AND BASIC PROBLEMS OF SOCIAL STUDIES TEACHERS IN SELECTED JUNIOR HIGH SCHOOLS OF THE NORTH CENTRAL ASSOCIATION REGION WITH RECOMMENDATIONS FOR TEACHER PREPARATION

Junior High Schools
Preservice Education
Secondary Grades
Teacher Education
Teacher Evaluation
Teacher Qualifications

The purposes of the study were: (1) to secure and analyze data concerning the undergraduate academic and professional preparation of junior high school social studies teachers; and (2) to secure data concerning classroom problems met in the first year of teaching. The data were elicited through questionnaires from junior high school social studies teachers in the North Central Accrediting Region.

Among the findings of the study were that junior high school social studies teachers: (1) majored in undergraduate social studies, history, English, speech, geography, foreign language, and general business; (2) were least prepared in geography--though a most common course in the seventh grade; and (3) considered preparation and teaching time, discipline and motivation as the major problems in the first year of teaching. Only 51 per cent of the teachers had had social studies methods at the secondary level, and 60 per cent believed that junior high school social studies teacher training should not have an academic emphasis. Ninety per cent agreed that methods courses for the junior high school social studies teacher should be more precise and well-defined. 192 pp.

ORDER NO. 67-3204

194. Johnson, Lynn Elliot, Ed.D.
University of Nebraska, 1969

AN ANALYSIS OF THE PREPARATION OF SECONDARY SCHOOL SOCIAL STUDIES TEACHERS IN SELECTED COLLEGES AND UNIVERSITIES OF THE NORTH CENTRAL ASSOCIATION

Methods Courses
Preservice Education
Secondary Grades
Social Sciences
Student Teachers
Teacher Education

The prime objective of the study was to determine the nature of academic preparation, professional education, and the student teaching programs for secondary social studies teachers in selected colleges and universities of the North Central Association. The data for the study was derived from questionnaires, college catalogues, and visits to some schools.

Among the conclusions of the study were: (1) 21 of the 93 schools exceed the desired minimum hours of academic preparation; (2) only 23 per cent of the schools offer inter-disciplinary social science courses, but 90 per cent of the schools provide in depth study in at least one social science discipline. (3) the behavioral sciences, especially anthropology, do not receive sufficient emphasis in the preparation of secondary social studies teachers; (4) only 46 of the institutions offer satisfactory special method courses; and (5) the majority of the schools do not operate on-campus student teaching programs. 225 pp.

ORDER NO. 70-4660

195. Kirby, Darrell Francis, Ed.D.
University of Colorado, 1964

FACTORS RELATING TO THE PREPARATION OF SOCIAL STUDIES TEACHERS IN SELECTED JUNIOR HIGH SCHOOLS IN COLORADO

Junior High Schools
Secondary Grades
Teacher Education
Teacher Evaluation

The researcher tried to ascertain the extent of academic preparation, professional preparation, and general education of teachers of social studies in selected junior high schools in Colorado. The data for the study were obtained through a mailed questionnaire to social studies teachers in selected three-year junior high schools.

Among the more interesting findings of the study were: (1) most of the teachers included in the survey continued their formal education beyond the bachelor's degree, but few of them engaged in programs directly related to teaching junior high school social studies; (2) most respondents considered their student teaching a valuable experience; (3) the undergraduate academic preparation of teachers included a broad background in the social sciences; (4) professional preparations were deemed adequate; (5) teachers felt that their academic preparation was more valuable than their professional preparation; (6) only a little over 20 per cent of teachers were assigned to teach classes for which they had fewer than five semester hours of academic preparation; and (7) as a group, geography teachers were considered less well prepared academically than other social studies teachers. 184 pp.

ORDER NO. 65-4205

196. Kysilka, Marcella Louise, Ph.D.
University of Tesax, Austin, 1969

THE VERBAL TEACHING BEHAVIORS OF MATHEMATICS AND SOCIAL STUDIES TEACHERS IN EIGHTH AND ELEVENTH GRADES

Classroom Communication
Questioning Techniques
Secondary Grades
Teacher Evaluation

The question that guided the study was, "Are there significant differences in the verbal teaching behaviors of mathematics and social studies teachers in eighth and eleventh grades?" Each of the twenty-four teachers who participated in the study were observed four times.

Among the important findings of the study were: (1) mathematics teachers asked more convergent questions than social studies teachers; (2) mathematics teachers asked more procedural-positive questions than social studies teachers; (3) social studies teachers rejected student responses more frequently than the mathematics teachers; (4) mathematics teachers talked significantly more than the social studies teachers; (5) social studies teachers used more desisting statements than mathematics teachers; and (6) mathematics teachers used more desisting statements than social studies teachers. 93 pp.

ORDER NO. 69-21,843

197. Malament, Elizabeth E. Ph.D.
New York University, 1968

THE ORIENTATION OF BEGINNING SOCIAL STUDIES TEACHERS IN THE NEW YORK CITY SENIOR HIGH SCHOOLS

Beginning Teachers
Secondary Grades
Teacher Orientation

The purpose of this survey study was to evaluate the existing orientation programs for beginning social studies teachers in the New York City senior high schools.

The researcher found that the most serious problems of new social studies teachers: the burden of clerical work; lack of facility in lesson planning; adjusting to teaching slow pupils, discipline problems, and difficulties arising from receiving assignments too late to prepare for school openings; and the burden of too many preparations.

The respondents (new teachers) reported that the most valuable orientation practices were individual conferences with the chairman, and assistance with clerical work and discipline. The least valuable practices were seminars, guided tours of the neighborhoods, social events of the departments or schools, and the board of education handbook.

The study could be useful for planning an effective orientation program for new social studies teachers. 273 pp.

ORDER NO. 68-11,798

198. Miller, James R., Ph.D.
Kent State University, 1969

A DESCRIPTIVE SURVEY OF THE SOCIAL BACKGROUND AND THE PREPARATION OF SECONDARY SCHOOL SOCIAL STUDIES TEACHERS IN OHIO: 1967-68

Secondary Grades
Teacher Characteristics
Teacher Evaluation
Teacher Qualifications

The main objective of the survey was to determine the background and preparation of secondary school studies teachers in Ohio. The data was obtained through mailed questionnaires.

Among the significant findings of the study were: (1) social studies teachers are more frequently the off-spring of skilled and unskilled workers; (2) social studies teachers tend to teach in the same type and size of school from which they graduated; (3) social studies teachers lack professional consciousness; (4) social studies teachers' preparation in the social sciences is weak, particularly in economics, political science, and geography; and (5) coaches who teach social studies are as well prepared as non-coaches. 311 pp.

ORDER NO. 70-5963

199. Millett, Gregg Baldwin, Ph.D.
Stanford University, 1967

COMPARISON OF FOUR TEACHER TRAINING PROCEDURES IN ACHIEVING TEACHER AND PUPIL "TRANSLATION" BEHAVIORS IN SECONDARY SOCIAL STUDIES

Interaction Process Analysis
Secondary Grades
Teacher Education
Teacher Evaluation
Teacher Interns

The purpose of the study was to determine whether different training procedures could change certain behaviors of intern teachers and their pupils in secondary social studies. The four training procedures used were: (1) unstructured discussion; (2) oral instruction; (3) demonstration; and (4) oral instruction plus demonstration. The dependent variables were: (1) pupil translation (pupil statements about the meanings of words used); (2) teacher translation tactics (teacher behavior such as task directions, elicitations, acceptances, rejections, probes, restatements, and periods of silence); and (3) pupil written translation (measured by a test designed for the study).

Forty-three Stanford intern teachers were randomly assigned to the four training procedures. They taught the experimental lesson to one of their secondary social studies classes.

Among the important findings of the study were: (1) tests of the differences between individual treatments on pupil oral translation and teacher translation tactics showed that procedure one resulted in fewer of these behaviors; (2) there was no difference between procedures two and three; (3) procedure four produced twice as many of these behaviors as any of procedures one, two, and three; and (4) no difference was indicated between procedures on pupil written translation.

The author concluded that oral instruction plus demonstration is the most effective proedure. 257 pp.

ORDER NO. 68-6462

200. Shinn, Ronald, Ph.D.
University of California, Berkeley, 1969

THE EFFECTS OF SENSITIVITY TRAINING ON ORAL COMMUNICATION COMPETENCE AMONG SECONDARY SCHOOL SOCIAL STUDIES STUDENT TEACHERS

Classroom Communication
Preservice Education
Secondary Grades
Sensitivity Training
Student Teachers
Teacher Education

This experimental study attempted to demonstrate the effectiveness of sensitivity training on secondary social studies student teachers as manifested in their increased mastery of verbal communication skills. Twenty-two secondary school social science trainees participated in the experiments.

The researcher found, among other things, that those participating in the sensitivity training did significantly better in the mastery of verbal communication skill.

The study, though based on a limited sample, points to the potential of sensitivity training as an effective scheme for training better social studies teachers. 126 pp.

ORDER NO. 70-6223

201. Zappo, Lena R. Lang, Ph.D.
New York University

THE RELATIONSHIP BETWEEN AN IN-SERVICE TRAINING PROGRAM OF SOCIAL STUDIES READING SKILLS AND THE SOCIAL STUDIES ACHIEVEMENT OF SEVENTH-GRADE STUDENTS

Academic Achievement
Inservice Teacher Education
Junior High Schools
Secondary Grades
Teacher Education

The hypothesis of the study was that students of teachers given the in-service training program in social studies reading skills would achieve more in social studies content than students taught by teachers without such training. The author's data supported the hypothesis. 145 pp.

ORDER NO. 69-3209

TEACHER EDUCATION AND TEACHER EVALUATION: Colleg

202. Ganser, Carl Joseph, Ph.D.
University of Wisconsin, 1969

AN EVALUATION OF THE UNDERSTANDING OF ECONOMIC CONCEPTS BY BUSINESS EDUCATION AND SOCIAL STUDIES UNDERGRADUATE TEACHING MAJORS AT WISCONSIN STATE UNIVERSITY

Economic Education
Economics
Higher Education
Preservice Education
Teacher Education

Using the Test of Economic Understanding, developed by the Joint Council on Economic Education, the author attempted to determine to what extent business education and social studies education students differ in the understanding of economic concepts.

The data indicate that no significant difference in understanding economic concepts exist between business education and social studies seniors, and between business education and social studies freshmen. The author, therefore, concluded that business education seniors were as qualified as social studies seniors to teach economic concepts. 250 pp.

ORDER NO. 69-22,385

TEACHER EDUCATION AND TEACHER EVALUATION: General

203. Arters, Jack Dyer, Ed.D.
University of Tennessee, 1967

EXTENT TO WHICH PROSPECTIVE TEACHERS UNDERSTAND SELECTED FACTORS RELEVANT TO SOCIAL PROBLEMS AND FORCES

Preservice Education
Social Problems
Sociology
Teacher Education
Teacher Qualifications

The study assessed understanding of factors relevant to social problems held by prospective elementary and secondary teachers at six state institutions of higher learning in Tennessee. A fifty-item multiple-choice questionnaire type of instrument was used to gather the data. Four hundred and thirty seniors participated in the study.

The study found that the prospective teacher groups (science, math, social studies-secondary and and elementary) vary significantly in their understanding of sociological factors, and that the majority of prospective teachers possessed substantial differences in understanding basic sociological data relevant to social problems.

The highest mean scores for correct responses on the research instrument were in the following order: (1) prospective secondary English teachers; (2) prospective secondary social studies teachers; (3) prospective secondary science and math teachers; and (4) prospective elementary teachers. 114 pp.

ORDER NO. 68-9788

204. Harder, Robert John, Ed.D.
University of Nebraska, 1968

A STUDY IN THE SUPERVISION OF SOCIAL STUDIES STUDENT TEACHERS UTILIZING VIDEO-TAPE TECHNIQUES

Classroom Observation Techniques
Interaction Process Analysis
Preservice Education
Student Teachers
Teacher Behavior
Teacher Education
Teacher Evaluation

The study investigated: (1) whether student teacher behavior in social studies classes changes as a result of supervision utilizing video-tape teachniques; (2) the relationship between teacher behavior and student achievement and attitude under conditions of evaluation made from video-tape as against in-class observation; and (3) the attitude of the teachers and the students toward the use of video-tape as a technique for supervison.

The researcher found that: (1) the video-tape supervisory technique is effective in changing behavior; (2) video-tape recording does not yield a complete recording of teacher behaviors that could be analyzed for teacher effectiveness; (3) video-tape recordings were least predictive of student achievement and attitude; and (4) the video-tape superviosry technique caused considerable anxiety in both the teachers and the students. 258 pp.

ORDER NO. 69-9621

205. Lavender, Gene Lawrence, Ed.D.
University of Nebraska Teachers College, 1968

THE PREDICTION OF SOCIAL STUDIES TEACHERS' SUCCESS THROUGH THE USE OF CREDENTIALS

Teacher Evaluation
Teacher Qualifications

The two main purposes of the study were to determine: (1) whether teacher success, as evaluated by supervisors, could accurately be predicted through consideration of credentials by school superintendents; and (2) whether undergraduate grade-point averages of teachers correlate with predictions of teacher success, using credentials as sole basis for the prediction.

The findings of the study indicate that there are significant positive relationships in the following: (1) between the predictions and evaluations in knowledge of subject and in instructional originality; (2) between the predictions and evaluations in personal work habits; and (3) between the predictions and evaluations in attitude toward extra duties, rapport with other staff members, and willingness to serve on faculty committees. However, undergraduate grade-point averages correlate negatively with predictions and evaluations of success as classroom teachers. 182 pp.

ORDER NO. 68-18,049

206. Morgan, Jack Collins, Ph.D.
Purdue University, 1967

A STUDY OF THE OBSERVED BEHAVIORS OF STUDENT TEACHERS IN SECONDARY SOCIAL STUDIES AS CORRELATES WITH CERTAIN PERSONALITY CHARACTERISTICS AND CREATIVITY

Classroom Observation Techniques
Creativity Research
Interaction Process Analysis
Preservice Education
Student Teachers
Teacher Behavior
Teacher Characteristics
Teacher Education
Teacher Evaluation

The objectives of the study were to determine if selected personality traits and creativity factors which correlate with certain categorized behaviors in classrooms of secondary social studies teachers change during the period of student teaching.

Thirty-four secondary social studies teachers at Purdue University were administered the Guilford Zimmerian Temperament Survey and the Creativity Self-Rating Scale prior to student teaching. Purdue University supervisors of secondary social studies student teachers categorized classroom behaviors during the first and last two weeks of the student teaching period, using a modification of the Flanders Interaction Analysis.

Among the findings of the study were: (1) sociability, gross creativity, and masculinity were the most frequently appearing correlates in reduced sets for the various criteria; and (2) no significant change in behavioral categories occurred during the student teaching period. 118 pp.

ORDER NO. 67-10,230

207. Pendergast, David Michael, Ph.D.
Ohio State University, 1967

A STUDY OF CHANGES IN ROLE PERCEPTIONS HELD BY BEGINNING SOCIAL STUDIES TEACHERS

Beginning Teachers
Teacher Attitudes
Teacher Evaluation

The study was premised on the idea that beginning social studies teachers do not see their occupational roles clearly and hold a superficial committment to the career of social studies teachers. The study used social studies student teachers at Ohio State University. The subjects were asked to fill out a questionnaire--first as student teachers, then as full-time teachers after a year of experience. The responses were then analyzed in terms of our categories, namely: (1) the teacher as director of learning; (2) the teacher as a functionary in a system of authority; (3) the teacher as a member of an occupation group; and (4) the teacher as a mediator of cultural values.

Changes occurred in all relationships examined. The greatest changes in teachers' roles were in the second category. The researcher concluded that beginning social studies teachers in this study held a rather tenuous committment to the career. 189 pp.

ORDER NO. 68-3050

208. Robertson, James Rice, Ed.D.
Utah State University, 1969

TEACHING STYLES, TEACHER ATTITUDES, AND THE NEW SOCIAL STUDIES

Teacher Attitudes
Teacher Evaluation

The main objective of the study was to determine social studies teachers' manifest need patterns which seem to be prerequisites for the new social studies. Sixty-two Utah teachers participated in the study by completing the Edwards Personal Preference Schedule (EPPS). To confirm the need pattern of teachers as manifested in the EPPS, students were administered the Robertson Student Perception of Teacher Attitude Scale.

Among the important conclusions of the study were: (1) social studies teachers in the study tended to be socially motivated; (2) the students' perceptions of their teachers' attitudes generally corroborate those of their teachers; and (3) hence the evidence from the study demonstrates the need patterns of the social studies teachers in the study do not preclude success with the new social studies.

A significance of the study findings is that the EPPS could be used as an instrument in the selection of social studies teachers for the new social studies. 89 pp.

ORDER NO. 70-2444

209. Smith, Dennie Lee, Ed.D.
Auburn University, 1969

THE ASSESSMENT OF A SOCIAL STUDIES IN-SERVICE EDUCATION PROGRAM THROUGH STUDENT PARTICIPATION

Inservice Teacher Education
Teacher Behavior
Teacher Education

The experimental study was designed to determine the effects of a social studies in-service education program on teaching behavior by comparing the principal's, the teachers' and the students' perceptions of change.

Two major conclusions of the study were: (1) the students did not perceive change in their teachers and their classrooms; but (2) principals and teachers perceived changes in attitudes and behaviors among those who completed the in-service program.
141 pp.

ORDER NO. 70-5341

GENERAL

210. Ariss, Robert McLeod, Ph.D.
University of Southern California, 1969

A CRITIQUE OF THE CONCEPT ETHNOCENTRISM AS SET FORTH IN SELECTED SOCIAL SCIENCE LITERATURE

Ethnocentricism
Fundamental Concepts
Social Sciences

The purpose of the study was to describe and clarify the nature of and processes operating within the concept of ethnocentricism as found in selected social science literature.

Some of the conclusions of the study were: (1) ethnocentrism is not universal; (2) ethnocentrism is a morale-building factor in a culture which affords a positive direction for group units; and (3) ethnocentrism is strongest in political alliances such as the North Atlantic Treaty Organization or the Southeast Asia Treaty Organization. 301 pp.

ORDER NO. 70-5197

211. Farrell, John Joseph, Ed.D.
Stanford University, 1967

THE IMMIGRANT AND THE SCHOOL IN NEW YORK CITY: A PROGRAM FOR CITIZENSHIP

Citizenship
Ethnic Groups
Urban Teaching
Values Education

The author investigated the nature of immigrant education and its impact on American education. The areas investigated, as well as, his main findings were: (1) Americanization--this concept was interpreted in two ways in 1895-1915, i.e., as intense loyalty to the United States and rapid assimilation of the immigrant into the American value system: the search for the meaning of Americanization caused the schools to re-examine their programs to provide the best approach to educating the foreign-born; (2) citizenship--World War I provided impulse for national unity and hence the development of citizenship education program; (3) the schools--the middle class cultural values accepted as desirable for all Americans by the public schools caused a rift between the immigrants and the school system; (4) agencies for Americanization--the Federal government, immigrant associations, churches, and individuals offered valuable assistance in providing better education for the immigrants; (5) teachers--they were ineffective in their instruction of the immigrants, largely due to lack of training given to teachers about diverse cultural groups, and hence they misunderstood or scorned the foreign-born students; (6) social studies--the need to make immigrants understand the American way and the need for civic education for the native-born led to the birth of the social studies; and (7) new horizons--the final phase of the study investigated Puerto Rican educational problems in New York.

The author concluded that immigrants' education in the United States caused major changes in public education, health programs, social studies programs, and new democratic teaching procedures. 196 pp.

ORDER NO. 68-6514

212. Heiss, George D., Ed.D.
Rutgers-The State University, 1967

EDGAR BRUCE WESLEY AND THE SOCIAL STUDIES

Educational History

The purpose of this historical study was to describe and categorize the influence of Edgar Bruce Wesley on social studies as a writer, teacher, and leader of professional organizations.

The data of the study were obtained from Wesley's books, correspondence, and articles--substantiated by testimony of living witnesses. Wesley's contributions were categorized into: (1) bridging the gap between academicians and educators--as Director of the Committee on American History in Schools and Colleges he paved the way for more cooperation between academic and education groups working on social studies; (2) developing a systematic teaching program in social studies education--he insisted that social studies be considered a field of study in its own right; and (3) building professional organizations--he was one of the early leaders of the National Council for the Social Studies. 327 pp.

ORDER NO. 67-14,426

213. Lazaro, Guillermo Rivera, Ph.D.
Ohio State University, 1965

GUIDELINES FROM THE YEARBOOKS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES: A TREND STUDY

Educational Trends

In this study, the researcher developed authoritative guidelines from the yearbooks of the National Council for the Social Studies. The researcher used the methodology of content analysis. In using the analysis scheme, the author evolved two sets of categorization, namely: Set one--(1) aims of social studies teaching; (2) curriculum content and curriculum design; (3) methods and techniques of teaching; (4) matters regarding the teacher; (5) evaluation of teaching; (6) research; and (7) administration and supervision; and Set two--(1) trends; (2) issues; (3) problems; (4) recommendations; and (5) grounds.

After the content analysis, the researcher attempted to synthesize the major ideas and present them in an organized form. As a final step, continuing ideas in the four-period groups of the Yearbooks were identified.

Among the findings of the researcher were: (1) there was an increasing number of articles on curricular content and curriculum design; (2) secondary school social studies was given more attention; (3) research received very little attention in the Yearbooks; and (4) history was first in the number of articles dealing with subject-matter fields. 2075 pp.

ORDER NO. 66-6279

214. Soderberg, Peter Andrew, Ph.D.
University of Texas, 1966

THE HISTORIAN AND THE SCHOOLS: CHARLES A BEARD'S VIEWS AND INFLUENCE ON THE TEACHING OF SOCIAL STUDIES IN PUBLIC SECONDARY SCHOOLS, 1909-1939

Educational History
Secondary Grades

This dissertation summarized the impact of Charles Beard, a historian, on the teaching of social studies in public secondary schools from 1909 to 1939. Data for the study were secured from his textbooks, personal letters of August C. Krey, the recollections of Mrs. Laura Krey, and correspondence with William Beard and Ernest Horn.

Among his contributions to secondary social studies were: (1) improvement in the training of social studies teachers; (2) promotion of the "new history" regarded as superior to the traditional forms of military and political history; (3) invaluable assistance to the Commission on Social Studies convened by the American Historical Association; (4) prepared a statement on the purposes and functions of education for the Educational Policies Commission; and (5) wrote methods books, curriculum guides, textbook surveys, etc. 209 pp.

ORDER NO. 67-3353

215. Stern, Herold S., Ph.D.
New York University, 1969

THE QUESTION OF VALUE-FREE SOCIAL SCIENCE

Social Sciences
Values Education

In this conceptual study, Dr. Stern contended that a cognitivist cannot give an adequate explanation of people's ethical beliefs from a value free standpoint. A second main argument of the study was that doing social science is related to doing philosophy since certain aspects of social science attempt to explain why people believe what they do. The author argues that when social science explains why people have various beliefs it becomes involved in philosophy, and therefore the requirement of interpersonal testability is not met. Dr. Stern further argued that for social scientists to be value free is to sacrifice interpersonal status in a least some areas. 190 pp.

ORDER NO. 70-3114

216. Wood, Frederick Harrison, Ed.D.
University of Missouri, Columbia, 1966

A STUDY OF SOCIAL STUDIES EDUCATION IN THE RURAL, URBAN, AND SUBURBAN HIGH SCHOOLS OF MISSOURI

Educational Trends
Secondary Grades

The study analyzed and compared social studies education in the rural, urban, and suburban high schools of Missouri. The study involved four procedures, namely: (1) analysis of public schools reports in order to check on changes in social studies offerings in the last twenty years; (2) mailed questionnaire sent to 420 rural, urban, and suburban social studies teachers, so as to obtain information on their pre-service and in-service training; (3) visitations, observations, and interviews of a stratified random sample of 32 high schools, to secure information concerning instructional methods and media; and (4) analysis of 1,355 permanent records of 1965 high school graduates, to determine the social studies courses they had taken.

Among the findings and conclusions of the study were: (1) graduates of suburban high schools take significantly more social studies in grades nine to twelve than graduates of either rural or urban high schools; (2) the greatest increases in enrollment since 1944-45 were in world history, psychology, American history, citizenship, and economics; (3) generally, the revisions of social studies programs in the three types of high schools occurred as addition to twelfth-grade electives; (4) the newer social studies topics most frequently considered were, in order, current events, communism, the United Nations, and the U.S.S.R.; (5) pre-service preparation is most adequate in history and least in international relations, law, and geography; (6) more urban and suburban than rural social studies teachers acquired further education in colleges and universities; (7) the most common in-service education in Missouri high schools were, in

order, in-service workshops, faculty meetings, and pre-school workshops; and (8) the most frequently used instructional methods in the high schools of Missouri were teacher-centered, i.e., question and answer recitation, teacher-led discussion, and lecture. 384 pp.

ORDER NO. 67-957